

Ridgeway Day Nursery

Inspection report for early years provision

Unique reference number EY286524
Inspection date 22/01/2010
Inspector Karen Louise Prager

Setting address Inverary Road, Wroughton, Swindon, Wiltshire, SN4 9DL

Telephone number 01793 845572

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ridgeway Day Nursery opened as a pre-school in 1993. It re-registered as one of a chain of nurseries owned by Asquith Nursery Ltd, in 2004. The nursery operates from its own buildings within the school grounds of Wroughton Junior School near Swindon, Wiltshire; serving the surrounding urban and rural areas. All children have access to secure outdoor play areas.

The nursery is registered on the Early Years Register and both parts of the Childcare Register, to care for 69 children under eight years, all of whom may be in the early years age group. There are currently 74 children aged from three months to five years on roll, who attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities and those for whom English is an additional language. The nursery is open Mondays to Fridays from 8am to 6pm. It opens all year round with the exception of public holidays and a week between Christmas and New Year.

There are 13 core members of staff who work with the children; of these, 10 have suitable qualifications and three are working towards a childcare qualification. The nursery also has a large number of regular additional staff who provide additional staffing cover when needed. The nursery manager holds a Diploma in Childcare and Education. A senior member of staff is working towards Early Years Professional Status. Regular support is received from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning in an inclusive setting which meets children's individual needs. Staff support children's welfare and learning with success; ensuring that they are kept safe although learning is not always purposeful or linked to children's interests. Children are settled in the setting and play well on their own and with their peers. The partnership with parents and carers is sound and staff build good links with other agencies involved with the children. The staff show enthusiasm to improve practice. The systems used to monitor and evaluate practice are thorough and the setting is in the process of implementing the identified areas for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use the knowledge gained from parents and observations and assessments to inform planning linked to children's current interests and developmental needs
- develop consistency of planning across the nursery to ensure all adults are able to recognize targets for individual children and support them effectively

- extend activities that offer further opportunities for vigorous free movement and energetic play.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by those who work with the children. Effective procedures are in place to ensure staff are suitable to work with children. There has been some enhancement in the provision for children since the previous inspection, as the maintenance of the building and soft furnishings has improved. Leaders and managers are motivated to seek further improvement and are effective in focusing the settings efforts on priorities. They accurately evaluate the progress and well-being of children and the quality of teaching and learning. Target setting is based on accurate assessment information, although current progress is slow.

The nursery's policies and procedures and other general information about the nursery are well maintained and readily available to staff and parents. Some relevant planning of activities is in place, although it is not consistent throughout the nursery and does not always catch children's attention. Staff are effectively deployed in the setting and the regular cover staff work well to replace absent staff. Children select from a good range of child-sized equipment set out by staff and low storage units make available further resources. The nursery develops good relationships with parents and staff make them feel welcome, valuing their comments and views. A complaints procedure is in place and the nursery welcomes feedback. Partnerships with others involved in working with the children work well to help meet children's individual needs. Parents comment very positively on the friendly staff and the fact that their children enjoy attending the setting

The quality and standards of the early years provision and outcomes for children

Children are cared for by a team of well qualified, caring and committed staff. The provision is of a sound quality and leads to children making suitable and sometimes good progress in their learning and development. Staff have, or are gaining, a secure knowledge of the Early Years Foundation Stage and use their skill to support children. Staff use effective teaching methods, such as repetition and asking questions about their play. Key persons are assigned to each child and observations and assessments are built to show progress children are making. Much of the children's day consists of free play using the resources either set out by staff, or selected from accessible units. The regular use of casual staff and lack of clearly displayed individual learning goals and planning, means that children's time in the nursery is not always well spent and progress is inconsistent. Children make use of the outdoor play area each session. Older children are able to choose whether to play outside or indoors for some periods of the day. Children are not encouraged to participate in vigorous play to improve their health and physical

development.

Children know that they need to put on their coat if it is cold and to wear Wellingtons when the ground is wet. Staff encourage parents to stay and settle their child when they first start and a key person system is established. This leads to children becoming secure in the setting and they develop a sense of belonging. Most children know how to keep themselves safe and children demonstrate good behaviour. Children play well alongside each other, with minor disagreements being gently dealt with by staff. As soon as children start to use the toilet they are assisted in washing their hands; they soon come to know that it is important to keep their hands clean. Older children independently clean their teeth after meals, easily identifying their own toothbrush. Children begin to show an understanding of healthy life styles and enthusiastically wash their hands when they become dirty. Small groups of children sit together at snack time, when they can help themselves to pieces of fruit. Staff sit with those children who stay for lunch and children are seen to thoroughly enjoy the food supplied. Clear procedures are known and followed by all staff to ensure children are only supplied with food which meets their dietary requirements. Children freely access the easel where they explore the medium of paint. Older children produce well considered drawings. Children also observe the rain falling in containers and use buckets and spades to collect and transport the water. Children settle in a cosy corner to read to themselves from a small selection of books. Children are suitably prepared for their transition to school. They develop sound self-care skills in toileting, dressing and eating and show confidence when interacting with adults.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met