

# Redhill Day Nursery

200 East Howe Lane, Northbourne, Bournemouth, Dorset, BH10 5JQ

<b>Inspection date</b>	28/04/2014
Previous inspection date	14/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are inspired to explore and investigate their surroundings because the adults create a very stimulating environment. Children have very good relationships with each other and with the adults who care for them.
- The quality of teaching is, overall, very good and staff provide individual learning experiences for each child based on a secure knowledge of their changing interests.
- Staff use observation and assessment precisely to provide a clear picture of each child's achievements, and to accurately inform and focus planning.
- Partnerships with parents and carers are excellent. They are fully informed and included in all aspects of the nursery.

### It is not yet outstanding because

- There is a lack of posters, pictures and other resources on display to help children learn about cultural diversity and the wider world.
- Staff miss some opportunities to ask children open-ended questions to promote critical thinking and introduce new words in the context of play and activities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities within each room in the nursery and outside.
- The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form, a selection of policies and children's records.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke to the children.

## Inspector

Marie Bain

## Full report

### Information about the setting

Redhill Day Nursery opened in January 2010. It is privately owned and managed by Ringwood Day Nursery Ltd. It operates from premises in the Redhill and Northbourne District of Bournemouth. The premises are divided into three main play rooms, one specifically for babies, with a separate cot room. There are secure outdoor play areas included in the registration.

The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free education for children aged two, three and four years. The nursery operates weekdays from 7.45am to 6pm for 51 weeks of the year. There are 93 children currently on roll, all of whom are in the early years age range. The nursery welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 10 members of staff to work directly with the children. All of whom hold early years qualifications. A qualified chef provides freshly cooked meals each day.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide posters, pictures and other resources on display to show the setting's positive attitude to disability and to ethnic, cultural and social diversity
  
- strengthen staff's use of effective open-ended questioning to encourage children to think critically and use a wider variety of words.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children clearly enjoy being at this nursery and have great fun learning through play. This is because overall the quality of teaching is very good and all staff have a strong knowledge and understanding of the Early Years Foundation Stage. Children make very good progress in most areas of learning. Staff are enthusiastic and highly committed to providing children with a broad and varied range of experiences. This enables children to enjoy their learning, and to become motivated and independent from a very early age. Babies and toddlers enjoy listening to popular songs and rhymes, sung by staff. Staff encourage their participation and hold their interest by using props, such as frog puppets, as they encourage children to sing 'Five little Speckled Frogs'. Overall, interaction with the children is very good. Staff encourage the development of children's communication and

language skills, as they actively listen to and take a genuine interest in what children say and do. For example, staff listen and engage children in conversations at circle time when they are eager to share their news. However, during some activities for example, when babies are exploring shredded wheat, toddlers line up chairs to go for 'an outing' and when reading a story to pre-school children, staff miss the opportunity to use effective questioning or thought-provoking conversation. This does not always encourage children to think critically, solve problems and learn new words.

The youngest children in the nursery have excellent opportunities to use their senses as they paint with their fingers, hands, brushes and rollers. They experience a vast range of textures through 'messy' play activities. Babies learn to squeeze and squish mashed potatoes, beans and jelly in their hands. Staff show them how to use their fingers to draw lines and marks, enabling them to experience the first stage of early writing. As the children get older, staff teach them to extend these early sensory skills in more detailed expressive art and design. For example, in the pre-school room children learn about Mondrian art in which they create pictures through lines using rulers to make shapes and add water colours to make the design. Many activities in the nursery teach children the importance of mathematics in practical situations such as cooking. During cooking activities children weigh, measure and pour the ingredients using a variety of utensils. In addition, in the toddler room, children use different objects to learn about shape, measure and space. They begin to categorise objects according to properties such as shape and size through matching games. Staff are skilled in engaging children's interests through practical activities to help them think for themselves and make sense of the world. For example, staff have helped children to incubate eggs. Staff teach the children about the life cycle of the chicken using pictorial timelines. They are excitedly waiting to see the chicks hatch.

The toys and resources are accessible to all children and all staff are welcoming and inclusive to all families. There are some books and resources that reflect diversity, including dual language books. Children learn about festivals and traditions as they occur throughout the year. During the celebrations for Chinese New Year, the role-play areas change into Chinese restaurants with a range of resources representative of real life. However, there are no pictures, posters or other resources on display to help children develop positive attitudes to disability and to ethnic, cultural and social diversity. Consequently, children's knowledge and understanding of the wider world is not fully promoted. Children have plenty of opportunities for physical activities and fresh air throughout the day. The nursery has a vegetable garden at the end of the main garden. Children are very proactive in the vegetable garden, tending the plants using the little garden tools and helping to harvest the produce which is used for snacks. This helps children learn about food, how it grows and to explore the natural world. Children learn how to grow and plant flowers in the garden too. Consequently, they are learning sustainable and transferrable skills for the future. Children have great fun in the garden; they play in the sand building sand castles and make 'soup' in the mud kitchen. Staff overturn the logs, so that children can see the bugs living underneath and encourage them to use their magnifying glasses to see more clearly what the bugs look like.

Parents' initial assessments, individual plans and focused tracking observations help staff to target areas of development and any gaps in children's learning. The observation,

assessment and planning cycle is child centred with the emphasis on individual learning and development. The learning styles of all of the children are respected and individual planning reflects this. Staff use photographs, trackers and narrative observations to formulate a record of each child's learning journey. These are updated and assessed on a regular cycle. These frequent assessments ensure each child is making good individual progress towards the early learning goals. Furthermore, areas of particular strength or weakness can be identified and 'next steps' shared with parents.

### **The contribution of the early years provision to the well-being of children**

Adults are highly skilled and sensitive in helping children develop secure emotional attachments. As a result, children form very positive relationships with adults and each other in this warm and welcoming nursery. The key-person system is highly effective in helping to ensure children are happy and settled from the outset. The exceptional partnership with parents means that key persons know their children extremely well. This successfully promotes children's independence and their personal, social and emotional development. Children receive excellent levels of support when they transfer between the rooms in the nursery, helping them to approach new situations with confidence.

Children behave very well because adults are positive role models. They speak very kindly to the children and actively encourage their respectful behaviour towards others. For example, children thank each other as they tidy away after lunch. Staff offer plenty of praise and very positive comments to effectively encourage and support children and they respond with smiles, giggles and obvious pleasure. Children's achievements for helping and positive behaviour are displayed on the 'WOW' board and 'Star Tree'. This promotes children's self-esteem and sense of worth. Children develop a clear sense of what they can and cannot do, following sensible safety rules, such as when playing in the rooms and garden. Staff teach the pre-school children how to achieve this through the use of 'now' and 'next' cards. This enables them to be active and robust in their play, whilst establishing boundaries to keep themselves and others safe. Children learn how to manage their own behaviour and when they feel they need time to sit quietly and reflect, they sit by the 'thinking tree'. Babies receive tender interactions with staff which makes them feel safe and loved. Staff are very effectively deployed in the nursery, and roles and responsibilities are clearly defined; as a result high priority is given to children's safety through rigorous supervision.

Children's good health is promoted very well throughout the nursery. All food is freshly prepared daily by a qualified chef. Great care is taken to ensure that the menu is nutritionally balance in content, child-friendly and varied. Children are offered a delicious variety of meals and snacks including fresh fruits and plenty of vegetables, encouraging them to eat a healthy diet. Hand-washing facilities are easily accessible to children, encouraging their independent participation in good hygiene routines.

The nursery is most attractively resourced and is a stimulating learning environment. There is a very good range of high quality resources which are stored to allow free and independent access for the children. Bright displays include examples of children's art

work, giving them high levels of pride and belonging. For example, a lovely display of babies' stickle brick prints, toddlers' textured paintings, and pre-school children's drawing and writing. Photographs of all the children enjoying learning through play are displayed around the nursery. This photographic evidence shows parents that their children are having a great time at this nursery. Indoor and outdoor play is freely accessible to all children, effectively extending their choices about their own play and learning.

### **The effectiveness of the leadership and management of the early years provision**

The manager and all of the staff have a very good understanding of how to protect the children in their care. For example, staff are very aware of the procedures for child protection and know the systems for reporting concerns. All aspects of the environment used by the children are very well organised; regular risk assessments are carried out and as a result, children are able to move around the nursery safely and with confidence. Safeguarding procedures are robust, ensuring the continuing suitability of adults working with children. All staff refresh their child protection training, which ensures they are up to date with current regulations and guidelines. This ensures that children are safe and well protected. Rigorous and robust systems are in place to recruit and vet staff. All permanent staff hold relevant qualifications and the management team encourages them to progress in their professional development through ongoing training opportunities.

Partnership with parents and carers is excellent. Staff and management have developed some innovative and interesting ways to engage with parents. Face-to-face contact is regular and welcomed. Staff have developed 'activity bags' to help parents to extend their child's learning at home. The bags include books and stories, soft toys, and relevant activities. Children are encouraged to borrow 'Martin' the travelling bear to take on holidays, weekends and family events. They come back with a photographic diary of their adventures together. This provides extremely good links for the children between home and nursery. Social networking sites provide parents with instant access to view their child's activities throughout the day. Parents' evenings include discussions on different aspects of children's play and learning to strengthen the collaborative approach to children's development. Parents are frequently invited into the nursery to take part in family events such as the apple press, pancake day and Easter egg hunt. This endorses the nurseries ethos of a 'family' nursery. Parents are extremely happy with the care and education their young children receive. They state that they find all the staff welcoming, friendly and approachable. Highly effective partnerships are maintained with the school that children move on to. This builds firm foundations for children's successful transition to their next stage of learning and consistency in their experiences.

All staff, children and parents are fully involved in the self-evaluation process, and staff and management are very reflective in their practice. Activities are effectively evaluated to ensure they help children make the best possible progress. Staff engage with children to find out what they enjoy and what toys they might like. Parent questionnaires are used to seek the views of parents. Action plans are focussed, realistic and ongoing, and staff and

management work together to continually improve outcomes for children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY402156
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	844890
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	93
<b>Name of provider</b>	Ringwood Day Nursery Ltd
<b>Date of previous inspection</b>	14/04/2010
<b>Telephone number</b>	01202 5777 88

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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