

Ramillies Hall Nursery

Ramillies Avenue, Cheadle Hulme, Cheadle, Cheshire, SK8 7AJ

Inspection date	04/01/2013
Previous inspection date	07/01/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff have a secure knowledge of the Early Years Foundation Stage and are skilful in providing learning opportunities which promote children's development.
- The nursery is well resourced, both in the indoor and outdoor area. Resources are age appropriate and differentiated to engage children effectively whilst offering challenge and a wide range of learning opportunities.
- All children are settled, motivated and eager to learn. They are independent learners, exploring their surroundings and accessing resources independently to support their play.
- Effective observation and planning systems are in place. These ensure that staff are well informed of children's next steps in their development as they move through the early learning goals.

It is not yet outstanding because

- There is not a targeted professional development programme in place. This impacts on staff's knowledge being refreshed and updated.
- The assessment procedures are not yet fully developed to include consistent opportunities for parents to contribute to children's developmental files through undertaking observations within the home.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in all rooms within the nursery and during outdoor play.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspector observed all relevant documentation provided.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Ramillies Hall Nursery was registered in 2004 on the Early Years Register. It is situated in purpose built premises in the Cheadle Hulme area of Stockport, and is privately managed. The nursery serves the local area and is accessible to all children. It operates from three single storey buildings within the grounds of Ramillies Hall School and has two fully enclosed areas available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level three, two hold appropriate qualifications at level 2 and three are unqualified.

The nursery opens from Monday to Friday, all year round. Sessions are from 8am until

6pm. Children attend for a variety of sessions. There are currently 82 children attending who are within the early years age range. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- simplify documentation given to parents to undertake observations in the home. This will develop focussed assessment further to take into account the views of parents and staff
- develop a targeted programme of professional development which will enhance and refresh staff's knowledge of the Early Years Foundation Stage.

Inspection judgements

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

Children enjoy attending the nursery and are familiar and secure in its routines. They independently and purposefully access resources, negotiating their own play and interacting well with their peers and staff. The nursery provision is delivered through three designated buildings, with each catering for different ages of children. This allows resources and activities to be differentiated according to the stage of development. Areas of learning are imaginative. For example, children access a soft play area that has been developed to look like a pirate ship; this supports children in their physical development. The learning environment has been well thought out and staff work hard reflecting on which activities and areas work well to engage children and support them in their learning. For example, a maths area includes calculators, tape measures and rulers which support children in their knowledge of problem solving.

Teaching and learning is of a high quality and is rooted in a good knowledge of how children learn in the early years. Staff play with children inside and outdoors, engaging children in play which develops their confidence. For example, staff initiate games in the outdoor area, such as, hide and seek. Children count numbers aloud in sequence, learn about turn taking, build their self confidence and are encouraged in their personal, social and emotional development. They enthusiastically join in and are motivated and interested in learning. Staff exhibit a high level of knowledge about the children in their care, allowing personalised learning opportunities to be developed. Children are achieving well and are all working towards moving through the early learning goals. Staff observe

children regularly and identify their next steps in learning, which means that planned activities provide good levels of challenge appropriate to the age and stage of each child.

Staff provide imaginative learning experiences. For example, children go on a 'bear hunt walk' round the nursery grounds, experiencing the familiar children's story. Children search for hidden bears, whilst jumping in puddles, sliding on grass, listening for bear growls, feeling the earth on fallen branches. Staff stimulate interest and develop language by asking children open ended questions and asking children to recall sequential events of the story. Children access books and play with puppets enacting familiar scenes from favourite stories. Staff take part in baby babbling with babies and encourage babies to explore language through repetitive sounds. Older children are supported through daily phonic sessions which are delivered through imaginative games. For example, children use a feely box to identify objects that begin with the letter 'I' before undertaking a creative activity making invisible invitations using paint and wax crayons. Early writing skills are promoted through mark making activities, playing in wet sand and using a computer keyboard and mouse.

Staff have good relationships with parents. Staff obtain information about every child before they start at the nursery and parents are kept informed of their child's progress through daily verbal feedback, designated parent boards, summaries of learning on children's birthdays and termly newsletters. This supports parents in being involved with their child's learning and development. Parents are encouraged to contribute to children's developmental files by undertaking observations at home. However, current documentation for this lacks clarity.

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

Children show awareness and consider the needs of their peers. For example, they take part in an activity to develop their own 'classroom rules'. Children explore issues that they do not like, such as, shouting in people's faces and not helping to tidy up, whilst considering the feelings of others.

Children go on regular walks around the nursery grounds which provide a variety of different areas to explore. Children access weekly music sessions and French lessons with designated teachers and take part in raising funds for various charities. Activities like these support children in actively contributing to the community and enhances their understanding of the world. Children's behaviour is good. Staff provide consistent role models and children are settled and confident learners.

Children stay safe through the care and vigilance of staff. Risk assessments and daily safety sweeps are undertaken which keep risks to a minimum. Stringent safety procedures are in place. For example, unknown adults collecting children use a secret password system, regular emergency evacuations are undertaken and staff are vigilant in observing children in all areas of the provision, giving a high priority to children's safety.

Children learn about healthy lifestyles through accessing outdoor play every day, walks in

the local environment and eating healthy foods that are freshly prepared each day by a designated cook. During lunch, children access a wide range of foods through menus incorporating fresh fruit and vegetables. Menus are discussed with parents and all dietary needs are catered for. In addition, children are supported to develop self care skills and take part in music and movement sessions. This means that children are gaining a comprehensive understanding of a healthy lifestyle.

Children learn about different people and communities through celebrating a range of festivals and accessing resources which support inclusive practice. For example, children play with dolls from different ethnicities, access dual language books and attend weekly French lessons. Children are learning about the world through using 'real life' tools during play and accessing a range of computer software programmes that enhance learning and provide age appropriate challenge. Transitions are well supported and the nursery has strong relationships with other providers which helps children be prepared for their next stage in learning.

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

Safeguarding is good. Children are well protected in the setting because staff have a thorough knowledge of safeguarding procedures. All staff attend safeguarding training and are aware of the agencies to contact should they have a safeguarding concern. There are six members of staff who have undertaken paediatric first aid training and two first aiders who are onsite. Staff show a high level of awareness of minimising risks and keeping children safe. Written risk assessments and daily safety sweeps are undertaken. In addition, the nursery keeps thorough records of accidents, medication, and attendance to further protect children and promote their welfare. Children move freely and safely around the setting because staff work extremely well together using comprehensive policies and procedures to ensure the environment is risk assessed and safe.

Leadership is strong. The leadership team work in all the rooms with children and staff, providing a 'hands on' approach which leads to effective team building. Systems for staff appraisals, effective selection and recruitment procedures and inductions for new staff members are in place. The nursery has a low turnover of staff and staff are experienced and knowledgeable about the Early Year's Foundation Stage. However, there is not a targeted professional development programme in place, which impacts on staff's knowledge being refreshed and updated through further training opportunities.

Relationships with other professionals involved with children are firmly established and contribute well in supporting children's learning and welfare. Partnerships with parents are good due to a range of communication methods that keep parents informed of how their child is doing. Parents are complimentary about the care provided in the nursery. For example, 'We always feel involved in the running of the nursery, it's like a big family, we can talk with any staff member, communication is really good' and 'my child's development has really improved since starting here'.

The staff team undertake efficient self-evaluations within the nursery with strengths and weaknesses effectively identified. For example, staff consider whether children have enjoyed planned activities and if they could be developed further. Management reflect on developing documentation. For example, the management team are currently developing a transition document to pass onto schools when children leave to further support effective transitions. Staff are pro-active in making changes when areas of weakness have been identified and work hard as a staff team to develop the nursery in order to meet the holistic needs of all 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

Unique reference number	EY288201
Local authority	Stockport
Inspection number	894571
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	82
Name of provider	Ramillies Hall School Limited
Date of previous inspection	07/01/2008
Telephone number	0161 485 3804

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

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 assesses 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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

