INSPECTION REPORT FOR Rowans Day Nursery

Ofsted Early Years’ Registration No: EY404693

The key inspection judgements for this registered early years provision are:

<table>
<thead>
<tr>
<th>Area</th>
<th>Judgement</th>
<th>Score</th>
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<tbody>
<tr>
<td>Overall effectiveness of the early years’ provision</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Effectiveness of leadership and management</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Quality of teaching, learning and assessment</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Personal development, behaviour and welfare</td>
<td>Outstanding</td>
<td>1</td>
</tr>
<tr>
<td>Outcomes for children</td>
<td>Good</td>
<td>2</td>
</tr>
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Compliance with the requirements of the Early Years Foundation Stage:

The registered setting meets the requirements of the Early Years Foundation Stage.

Date of inspection: 24-26 January 2017
SECTION A: SUMMARY OF MAIN FINDINGS

All aspects of the provision at the Rowans Day Nursery are at least good and meet fully the requirements of the Early Years Foundation Stage (EYFS). Since the last inspection the quality of leadership and management has improved and is now good. The children’s personal development, behaviour and the provision made to assure their welfare are outstanding features of the nursery. A particularly strong feature of the provision is its effectiveness in supporting the personal, social and emotional development of children, ensuring that they are happy, safe and secure. Safeguarding is of a high quality; staff have undergone the relevant training and it is an integral part of their work. The children form close bonds with the staff, particularly their key person, and staff are quick to support and guide them. Teaching and learning are good; staff know their children very well and provide well planned activities that enable them to make progress in their learning and prepare them for the next stage in their education. Assessment of children’s progress and development is good and has benefitted from the new profiling system. The recently appointed manager has made a very good start in addressing the weaknesses in the nursery identified at the time of the last inspection and is further developing the knowledge and skills of staff through continuous professional development, which has not been a strong feature in the past. Resources to support the administration of the setting are very limited.

RECOMMENDATIONS FOR IMPROVEMENT:

- improve resourcing to support the administration of the setting;
- ensure that the recent improvements in nursery practice become embedded in the provision.
SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service under sections 49 and 50 of the Childcare Act 2006. The purpose of the inspection is to inform the Secretary of State of the quality and standards of the provision. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care in the Early Years Foundation Stage (EYFS). The inspection follows the inspection framework laid down by the School Inspection Service and agreed with the Department for Education (DfE) and Ofsted. It was conducted by an independent professional inspector who looked at all aspects of the setting, as required by the current Early Years Foundation Stage.

The inspector was:

| Reporting Inspector: | Mr Ted Cohn |

INFORMATION ABOUT THE SETTING:

Rowans Day Nursery opened as part of the Michael House School provision situated in Heanor, Derbyshire in 2010. The nursery provides childcare for children aged three months to four years, with most children transferring to the Michael House kindergarten aged three and a half to four years. It has access to a large play area, which is shared with the kindergarten children, and woodland on the school’s property. The nursery was last inspected in March 2015.

The nursery is open from 7.30 a.m. to 6pm on Monday to Friday and is open for 51 weeks in the year. Wrap-around care is provided for children under the age of five years from 7.30 a.m., with a breakfast club, and an after-school club until 6 p.m.
SECTION C: THE INSPECTION JUDGEMENTS

1. THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Leadership and management have improved since the last inspection and are now good. The recently appointed manager has made a very good start in addressing the weaknesses in the nursery identified at the time of the last inspection. A detailed and practical development plan has been produced, and an effective staff appraisal system is now being implemented consistently. Staff have regular meetings to discuss all aspects of the nursery provision, including planning, reviewing work in progress and planning for the future, whilst links with the kindergarten and main school have been strengthened, aiding transition; all of which needed improvement at the time of the last inspection. Regular formal parents' meetings are being introduced to supplement the very regular informal dialogue between staff and parents. Staff have high expectations of the children and have established a calm and relaxed atmosphere where they feel very safe and well cared for, and the nursery manager is further developing the knowledge and skills of staff through continuous professional development. Resourcing is good for teaching and learning, but not for administration. There is currently no separate telephone extension for the nursery, which is important for privacy, and the school has agreed to correct this. The nursery does not have a computer, printer or printing paper to support administration, which means that much of this has to be done by staff in their own time at home. It is not always easy to find a private space for confidential conversations with parents or carers.
2. THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The quality of teaching, learning and assessment is good. The setting is well organised, with a wide range of activities, child and adult initiated, that allow ample learning opportunities, so that children make consistently good progress in their learning. Children gain much from the wide variety of outdoor activities that are at the heart of the provision, including sharing their activities with the kindergarten children in a productive and cooperative manner, so that they are learning how to play and interact with children from a wide age range. Staff create a calm and purposeful atmosphere, conducive to learning and older children often display high levels of concentration. Language development is strong and children become increasingly articulate, able to listen carefully to their peers and follow instructions as they grow older. Perceptive judgements are made in the two-year-old baseline assessments. The effective use of learning diaries provides good evidence of progress and, because they are being shared with parents, keep parents well informed and encourage them to contribute their own comments. Parents think highly of the nursery provision, greatly appreciate the close contact they have with their child’s key person and the close attention paid to their child’s happiness, educational, emotional and social development in a fruitful and positive collaboration. Equality of opportunity is an integral part of the provision in the nursery, encouraging tolerance and respect for cultural and religious difference.

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

The children’s personal development, behaviour and the provision made to assure their welfare are outstanding features of the nursery. Staff provide excellent models for children to emulate in their courtesy and gentle firmness, combined with the warm relationships that they establish with children. Children are happy, quickly gain in self-confidence and learn important social skills, such as eating and interacting in a social group, often listening quietly even when they did not wish to take direct part in the activity of the group. Several parents commented very positively on these aspects of the provision, including stating that this was the major reason for sending their children to this nursery. Children like coming to the nursery and regular attendance is strongly encouraged. Healthy eating is encouraged through the snacks and meals that are provided for children, which are tasty and nutritious. Exercise is an important part of the experience of these children, both inside and outside, whether playing in the outside playground or going for walks and investigating woodland environments in most weathers. They imbibe the importance and pleasure of exercise and the living environment through their daily activities. Staff and children come from varied cultural and religious backgrounds, which provide an excellent resource for learning about and celebrating the cultural and religious diversity of modern Britain. These experiences also lay a strong foundation against radicalism and bigotry in later life. The breakfast club and after school care maintain the socially civilised environment of the nursery, through encouraging good behaviour, the development of social skills and healthy eating.
4. OUTCOMES FOR CHILDREN

The children make good progress in all aspects of their learning and make excellent progress in their personal development. They meet or exceed the expected levels of development for their age. Children are well prepared for the next stage in their education and the transition is managed well through consultation, discussion, and features such as having a trial week in the kindergarten.
SETTING DETAILS

Name of setting: Rowans Day Nursery

Address of setting: The Field, Heanor, Derbyshire, DE75 7HJ

Telephone number: 01773 718050

Email address: admin@michaelhouseschool.com

Proprietor: The Michael House Association

Name of Manager: Ms Hollie Park

Ofsted number: EY404693

Type of setting: Registered EYFS childcare setting on non-domestic premises

Age range of children: 3 months to four year olds

Gender of pupils: Male and female

Total of places: Boys: 12 Girls: 12

Type of inspection: Inspection of a registered early years’ setting

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionservice.co.uk.