



Serendipitys Day Nursery & Pre-School

Inspection report for early years provision

Unique Reference Number	EY310715
Inspection date	28 February 2006
Inspector	Angela Hufton
Setting Address	52 London Road, New Balderton, Newark, Nottinghamshire, NG24 3AH
Telephone number	01636 679050
E-mail	
Registered person	Serendipitys (Day Nursery) Child Care Services Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Serendipitys Day Nursery and Pre-School registered in 2005, with the premises registered since 1995. The day nursery is one of two privately owned nurseries. It operates from a large Victorian style house in an urban area, on the outskirts of Newark. The setting has access to 3 base rooms; an additional shared room, a kitchen, toilets and an enclosed rear garden, which is used for outdoor play.

There are currently 68 children on roll, which includes funded 3 and 4-year-olds.

Children attend both full and part time. They are organised into age groups. The provision is open 5 days a week, Monday to Friday 08:00 to 18:00, 52 weeks of the year.

The nursery employs 14 childcare staff, of whom 8 have completed relevant childcare qualifications. On-going training opportunities are accessed via the local authority. The provision is a member of the National Day Nursery Association and has a Pre-school Learning Alliance accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and well-being is promoted well in the nursery. Their individual dietary needs are met effectively. Meals are thoughtfully planned to offer children a well-balanced range of food which includes fresh fruit and vegetables daily. There is a constant supply of water throughout the day so that children are unlikely to be thirsty. Close liaison between staff and parents ensures that individual children's health and dietary needs are met. The outdoor area enables all children to participate in a variety of physical activities and exercise. Provision for all children is enhanced through frequent outings into the local community, extending children's stamina through walking. Throughout the nursery children are developing a good understanding about healthy practices and the need for exercise. It is being promoted for the youngest children through good daily routines while older children are learning about this in more detail through stories and projects.

Hygiene practices are well-established and suitable. Children willingly wash their hands after using the bathroom and when getting ready for meals. Tables are cleaned appropriately between different activities. This ensures that the spread of infection between children is effectively minimised. Children that are unwell receive close monitoring by staff and they are comforted until parents arrive. Young children rest and sleep according to their individual routine. Babies have cots to sleep as they require, in peace and safety. Older children sleep comfortably in a quieter part of their own base rooms.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The safety of the children is a priority in the nursery. Well placed gates, especially on the stairs, keep children safe and ensure they do not have access to unsafe areas. Effective planning and suitable arrangements, such as risk assessments and completing regular head counts ensure that children stay safe while on outings. Children's welfare is promoted in the event of child protection concerns as staff have a good understanding of possible signs and appropriate procedures to follow. This is supported by a detailed policy and regular training.

Children use a wide range of safe, good quality, and developmentally appropriate

resources. Low tables and chairs and other suitable equipment ensures that all children can sit, eat and play safely. Children can choose resources easily from the drawer units in each room and older children know how to use equipment such as scissors safely. Circle time is often used effectively to talk with the children about safety. Most older children can explain that playing on the stairs causes accidents. There are appropriate arrangements in place to manage any accidents, which includes procedures for keeping parents informed so that children are well cared for. Security is good. External exits are kept locked and procedures in place ensure unwanted visitors do not gain access to the nursery or present a risk to the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are contented and confident in the nursery. They are interested in what they do and stay at activities for lengthy periods. Staff are developing their use of the 'Birth to three matters' framework to plan and provide a wide and stimulating range of activities for young children. Whilst this is new, young children continue to make good progress in their development. Babies and young children are well cared for, however, the absence of appropriate domestic style furniture inhibits children's opportunities to continue some normal life experiences.

Various interactive toys encourage babies and toddlers to explore, experiment and discover different sounds and movements. They eagerly become involved in exploring through sensory activities, for example, with corn flour dough or shaving foam. Story time is very popular, as is singing, allowing children to develop the use of their imagination and language skills. The older children have access to a good range of resources appropriate for their age. Their creative skills are explored through paint and collage and the finished results proudly displayed. They use their initiative in deciding what activities they would like to do and enjoy the challenge of developing new skills as they try out different crafts and activities.

The quality of teaching and learning for three and four-year-olds is good. Staff are continuing to develop their knowledge of the Foundation Stage. Systems for observing and assessing children's progress are in place and used to plan what they need to do next in terms of overall activities for the children. However, systems are not sufficiently robust to ensure that children have activities that are specifically targeted to challenge them to develop new skills and maximise their potential.

Children's personal and social development is a strong element in the nursery. Children are eager to join in activities and spend some time completing tasks such as puzzles or games. They are independent, take care of their own needs and enjoy the responsibility of helping staff in every day tasks such as setting the table ready for snacks. Children speak confidently and are eager to share ideas and explain what they are doing. They have regular opportunities to link sounds to letters, use books and play with different sounds; all of which effectively contributes to extending their language skills. 'Caring for the rabbit' enhances children's knowledge of the natural world well, while opportunities to use the computer ensure that they are beginning to gain an understanding of technology and how things work. They use this technology

well in other areas of their development including matching shapes and counting. Children really enjoy singing and listening to a variety of music. They adapt the role play area imaginatively, such as making shops as well as involving others in their play. They understand about their own and other's cultures through topics and displays.

Helping children make a positive contribution

The provision is good.

Children's individual needs are important to the staff and they work closely with parents to ensure these needs are fulfilled. Young children have many varied and worthwhile opportunities to select resources helping them to become aware of themselves and their preferences. Staff are well informed about equal opportunities ensuring that children are introduced to other cultures and beliefs through resources and activities linked to different festivals. Older children are developing a growing awareness and respect for others through topics and themes about families and festivals. Children with special needs have their individual needs met through staff working closely with parents.

Children behave really well in the nursery because staff use well-thought out methods to explain and deal with any unacceptable behaviour. Young children are patiently supported to encourage them to take turns and share, while older children are involved in deciding the rules which enables them to take responsibility for their own behaviour. Children's social, moral, spiritual and cultural development is fostered.

Strong relationships between staff and parents means that information regarding children's care needs is shared and used effectively. Young children's feelings of security and belonging are promoted well by the familiar routines carried on from home. Partnership with parents for nursery education is good. Children's progress towards the early learning goals is enhanced by the fact that parents are kept well informed about their child's achievements and the steps they need to take next. Regular meetings, including cheese and wine evenings, develops this partnership and improves the opportunities to share information.

Organisation

The organisation is good.

Children and babies benefit from good quality care because the nursery is well-organised. The strong management team leads a well established, highly committed and motivated staff team. They continue to improve their knowledge and develop their child care skills to ensure that children are well protected and cared for. Staff are placed effectively around the nursery where their skills can be best utilised and which promote children's good health, safety, enjoyment and achievement and ability to take an active part in the nursery. Regular reviews ensure that policies and procedures are known by the staff, kept up to date and contribute effectively to the care and development of the children. The provision meets the needs of the range of

children for whom it provides.

Leadership and management for nursery education is good and effectively promotes children's progress towards the early learning goals. Good appraisal and training systems enable staff to continually develop their knowledge and skills. Newly introduced room evaluations enable managers to effectively monitor and evaluate the educational provision and set clear directions for future improvements so that children continue to make good progress in their learning across all areas.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop the provision for younger children with reference to providing more domestic style furniture.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning, observation and assessments, with particular reference to evaluating activities, to clearly identify children's learning and promote their next steps, maximising their potential.

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