



Southfield Nursery

Inspection report for early years provision

Unique Reference Number	EY333253
Inspection date	13 November 2006
Inspector	Lisa-Marie Jones
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Registered person	London Borough of Sutton, Learning for Life
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?

Southfield Nursery is a Local Authority run day nursery. It has been registered to provide full day care since 2006. The purpose built nursery is located within the grounds of the Amy Johnson school, which is sited in the middle of a residential estate in Wallington, in the London Borough of Sutton.

Most of the parents whose children attend the nursery live or work in the local area. The premises comprises of two play rooms, the poppy room for children under two years and the bluebell room for children over two years, a milk kitchen, children's toilets and nappy changing facilities. Other facilities include a training room, kitchen, office and staff room. There is an outside play area which has disabled access via a stair lift. The area is secure and has a covered play area so children can accessed in all weather conditions.

Southfield Nursery is open Monday to Friday, 51 weeks a year from 07:30 until 18:00. It offers full day-care for 42 children from birth to five years. They are currently looking to increase the services they provide to work towards a Children Centre status. There are 43 children on roll throughout the facility 7 of whom receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities.

There are currently six full-time staff (including the manager) and three part-time staff. A qualified cook is employed and a peripatetic teacher comes in for music and movement and singing. Seven staff that have an appropriate qualification in childcare and education. The nursery receives support from their local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Throughout the provision staff take positive steps to promote the good health of children. Children are cared for in an extremely clean and hygienic environment, where they learn the importance of good hygiene and personal care. They have a clear understanding that they must wash their hands to reduce the risk of cross-contamination and some of the older children do so unprompted after they have completed creative activities. Children are further protected from the risk of cross-infection, because, staff ensure that they follow effective health and hygiene procedures, for instance, when controlling infections within the nursery such as childhood illnesses and by enforcing the strict 'no outdoor shoes to be worn in the main play areas' policy .

Children's health is protected as staff are first aid trained, and fully stocked first aid boxes are available and are taken on all outings. All documentation for the recording of accidents and the administration of medicines are in place and recorded accurately. Staff are fully trained and experienced in caring for children who suffer from Asthma. They have effective written procedures to follow and are fully trained in administering the relevant medication.

Children are beginning to understand the benefits of a healthy diet. Topics and activities that teach the children about the importance of a healthy lifestyle and how the body works are ongoing and are part of everyday routines, for example, the parents, children and staff have written their own healthy recipe book and the children are involved in planning the menus for the nursery. They have drinking water, milk and plenty of fresh fruit during snack times. All staff take account of parents wishes and children's dietary needs. Nutritious freshly prepared cooked meals are provided and are prepared on site by a qualified cook.

All children enjoy a wide range of activities which contribute to their good health. Each day there are planned activities, both indoor and out, to help them develop control of their bodies. A peripatetic teacher comes in twice a week to work with the children for physical education and music and movement. The children enjoy a range of activities to help gain control over their bodies, for example, stretching their bodies in different ways, practising their ball skills and negotiating their way around simple obstacle courses. They become increasingly aware of how activity affects their bodies and know when they need a drink or a rest. The younger

children have opportunities to practise their climbing skills daily as a small climbing frame is set up in the room and they can use wheeled vehicles inside in a safe environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to move around safely, freely and independently as effective risk assessments take place on a daily basis. Children learn how to keep themselves safe, both inside and outside the nursery, as they also take part in the risk assessment and are made aware of road safety when they go out and the importance of being aware of strangers. Risk assessments take place for outings, ensuring that places are suitable for the children. Relevant equipment is used and procedures are followed by children and staff when they are out, for example, the children wear coloured tabards to ensure they are clearly visible.

Children are able to independently select activities from a range of toys and equipment in most areas of the nursery. Staff monitor and supervise children's choice of toys to make sure they are safe and appropriate for their age and stage of development.

Effective procedures and documents are followed for the collection of children. Staff have a good understanding of child protection procedures. Children are highly supervised at all times by an ample number of staff who have all undergone relevant vetting procedures, they also have copies of CRB forms for all agency staff who are caring for the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children's individual needs are met well as the staff make it their priority to plan for their individual needs. They settle well at the nursery, they enter confidently and make themselves at home. Children's independence is developing very well, as they choose between a variety of toys, books and activities, which appeal to all. Staff have a very good understanding of the Birth to three matters framework and have implemented it effectively into their planning; they use observations of children's development to plan for their individual needs very well.

Children are happy and busy and enjoy their time at the nursery. Behaviour is good, and friendships are formed, therefore, the children play well together. They tell staff when they are upset, if things go wrong for them or if they need help. Staff are really good at anticipating when a child will become upset and defuse situations before they arise. They are seen to constantly remind children to be kind to each other. Children enjoy exploring their environment and relish messy activities such as cornflour play. Staff get involved in the play and constantly support and talk to children during their play. Children ask lots of questions such as "what's that" "what's your name" and generally interact well with adults and children, therefore, children are becoming confident communicators.

After lunch there are busy routines for staff to undertake so much so, that children sometimes are not given enough to occupy them and can be a little disruptive and hinder the routines.

The babies are able to observe and learn from the more mobile older children as they can see them from the safety of a secure cordoned off area, this enables them to still be a part of the group and be involved in what is going on. The younger children in the bluebell room benefit greatly from the interaction of the older children and sometimes it is hard to distinguish them during an activity that the whole room is involved in.

Nursery Education

The quality of teaching and learning is good. Children make steady progress towards the early learning goals with the support of staff. Staff have a good understanding of the Foundation Stage and how children develop and learn. They plan a range of activities, based on real life situations, that help children progress in most areas of learning. They are good role models and demonstrate a positive attitude towards learning, with an enthusiastic manner. The organisation of the resources provides a free flow play situation where children can be fully independent in their learning. The only time this is inhibited is during snack time when activities are cleared away, which stops play and learning. Children's written assessments are up-to-date and clearly show the next steps of learning; therefore, written planning takes into account children's individual needs. Evaluations of focused activities demonstrate that teaching strategies have been successful, in meeting the learning aims or outcomes of activities. The whole planning system is currently being reviewed to ensure that it includes children's individual needs. Education sessions take place twice a day to ensure that all children who attend part time are given the same opportunities.

Children develop good relationships with adults and other children in the nursery. Behaviour is good and staff are seen to remind children to be kind and care for each other. Children are very confident and have a positive self image of themselves as they have explored topics such as self worth and compared themselves to others and the importance of themselves in the community and within their family. Children are beginning to understand differences in their lives, to the lives of others around them, through looking at festivals and visits made to the local community such as the library and a recycling centre. Children talk happily about their home life and family and they listen and concentrate well on chosen and adult-led activities. They attend to their personal needs such as, changing shoes and using the toilet.

Children speak very confidently to their peers and adults and talk openly during activities. Children have access to a good range of writing materials and have ample opportunities to make marks, attempt to write their names and other simple words and record their own observations. They have lots of opportunities to recognise and to practise writing letters and simple words. Children enjoy books and handle them carefully, they take books home to share with their parents and use books to gain factual information and use for referencing. They have made books to record things that they have done. Children are exposed to linking sounds to letters to develop their pre reading skills.

Children count confidently and recognise numbers that are important to them. Children are beginning to understand the concept of simple addition and subtraction; they can say what is one more or one less and attempt to add two groups of objects. Children's understanding of space, shape and measure is developing well; they recognise the properties of simple shapes.

Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities.

Children have opportunities to investigate using their senses and to discuss similarities and differences using natural objects and can use equipment, such as a magnifying glass, to do so. They enjoyed looking at the weather and measured rainfall and looked at different types of weather and record their findings on charts. Children have access to a computer, but, there are too few opportunities to use programmable toys and equipment and explore why and how things work. Children have ample opportunities to design 3D objects using recycled material and also design what they are going to make beforehand. Children are beginning to understand past and present. They discuss people, places and events in their own lives. Children learn about different cultures and beliefs through planned topic work and discussions about their own lives.

Children can use a range of tools and materials that help them develop co-ordination and control over their bodies. Children's fine motor skills are developed well, through activities such as construction and threading. They are able to cut their own food and use equipment such as tongs to pick up items. Children demonstrate a good sense of space and move confidently around the nursery.

Children make very good progress in creative development. A creative workstation is set up with a great variety of resources so that children can independently select to make items using their imagination. They use their senses to explore and describe experiences such as melting ice and shaving foam, listening to music, and feeling a range of textures, including manufactured and natural. They thoroughly enjoy music and movement sessions which are undertaken by a very enthusiastic peripatetic teacher, and they play musical instruments and experiment with sound independently. Children have opportunities to develop their imagination in role-play situations.

Helping children make a positive contribution

The provision is outstanding.

Children and staff attending the nursery come from a variety of cultures and backgrounds. They are encouraged to develop a positive view of the wider community through acknowledging festivals, talking about their lives and experiences. Children have access to a meaningful range of activities and resources to promote a positive view of the wider world, to assist in increasing their awareness of diversity and understanding of others.

The provision fosters children's spiritual, moral, social and cultural development.

Extremely effective steps are taken to promote the welfare and development of the child within the setting, in partnership with parents and other relevant professionals involved with the child's development and health. They have excellent awareness that some children have special needs and are very proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Staff always work from any individual educational plans that are in place and all staff have access to them to ensure that everyone works towards furthering the child's development. This ensures children have equal opportunities to maximise their enjoyment and potential.

Children are helped to understand responsible behaviour. Staff are very good at reinforcing appropriate strategies, according to the age and stage of development, to help children understand right from wrong; therefore, behaviour is very good throughout the nursery. Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem.

Children benefit greatly from positive relationships between their parents and staff, helping them receive consistent care both individually and as a group. Parents are given training with regards to any new practices that are expected of them, for example, a treasure basket is being introduced to extend children's skills and involve the parents even more in what happens during the children's day, but, prior to undertaking the task they have invited the parents to come in to have it explained to them. Parents are very proactive and attend parents evenings, meetings, training sessions or sessions to share their skills. Parent's questionnaires state they feel that the centre is a "very family centred environment" and that they are "always included in their children's learning" and are "very happy with the progress of their children" and "would recommend the nursery."

Partnerships with parents is outstanding.

Parents have access to excellent ongoing up to date information about the Foundation Stage; the information outlines very clearly and simply what and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning. Staff always involve parents in their child's learning through regular newsletters, which give suggestions regarding activities that can extend learning at home, and when setting goals and targets for their child's next stage of development. Children have the opportunity to take a books home to share and 'Sparkles' the nursery bear goes home with children to share experiences and holidays that are recorded in a book by the children and their parents.

Organisation

The organisation is satisfactory.

Children feel at home and at ease in the well-organised environment, this means they are confident to initiate their own play and learning. However, at lunchtime in the poppy room it is not so well organised. Staff follow good policies and procedures to promote the welfare, care and learning of children. Parents are kept extremely well informed about the service and their child's activities and progress, this contributes to continuity in the children's care. Children are cared for by suitably qualified and experienced staff who have a good understanding of child development. Robust recruitment procedures are in place to ensure staff are vetted appropriately. However there is not a named deputy that can take charge in the absence of the manager.

Leadership and management of the nursery education is good. The manager is highly trained and a very experienced and competent manager. She has implemented new practices that have come from her extensive training. There is a strong commitment to develop and improve the provision and good use is made of available outside support. There are good systems in place to monitor and evaluate the curriculum that is on offer, in order to identify strengths and

promptly address areas for improvement. She has identified that the planning needs to be more concise to reflect practises that take place. The manager is very effective in promoting an inclusive environment in which every child matters.

The required records, policies and procedures which contribute to children's health, safety and welfare are all maintained, and work effectively, in practice, as staff are kept up-to-date through meetings and formal supervision sessions. However, they still relate to the previous registration.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure that there is a named deputy who is able to take charge in the absence of the manager
- update all policies and procedures to ensure that they relate to the current registration and where relevant include Ofsted's details.
- ensure that staff are deployed effectively in the younger age group during the lunchtime period

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):

- organise snack time to ensure that it does not inhibit play and learning
- improve the provision for children to explore programmable toys and equipment and question why and how things work.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk