



## **Springfield Lodge Day Nursery (Swanscombe) Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY335723
<b>Inspection date</b>	18 December 2006
<b>Inspector</b>	Lara Hickson
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<b>Registered person</b>	Springfield Lodge Day Nursery (Swanscombe) Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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?

Springfield Lodge Day Nursery (Swanscombe) Ltd is an established nursery which has recently changed location. It is one of three nurseries and is open from 07.00 to 18.30 all year round. Full day care is provided and sessional places are available for children over two years. The nursery is located, on the ground floor, in a new purpose built premises. Springfield Education and Training Centre is based on the first floor, along with staff facilities. The day nursery may care for up to 98 children and children are grouped according to their age range. There are six base rooms currently organised with two rooms for under two year olds. The area includes a milk kitchen, sleep room and nappy changing area. The remaining four base rooms are organised for the two to under five year olds and have inter-connecting bathroom facilities. The nursery has two large communal areas, the activity room and the atrium, which all children have access to. In addition, the nursery provides a breakfast club, after school club and holiday club for up to 30 children aged from four years to under eight years. The club also takes children up to the

age of 11 years. There is an office, fully fitted kitchen, laundry area, visitors toilets and buggy store. There is a disabled toilet/shower room and a lift to the first floor. The nursery implements a curriculum based on the Foundation Stage and Birth to three matters. The setting receives children who are in receipt of nursery education funding and receives support from the Early Years Development and Childcare Partnership. The nursery welcomes and supports children who have special educational needs and those who have English as an additional language. The nursery employs 21 staff who hold an appropriate early years qualification or who are working towards gaining a qualification. The nursery is currently working toward a Kent Quality Kite mark Scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a bright, stimulating and clean environment where they learn the importance of good personal hygiene through the daily routine. Staff encourage the children to learn about the importance of washing their hands after using the toilet and before eating. Staff use disposable gloves and wipe clean aprons when dealing with the children's nappy changing routines. All children clean their teeth after lunch and toothbrushes are stored hygienically and are sterilised on a weekly basis. Parents provide flannels for their children and these are used to clean hands and faces after each meal or snack. Staff complete individual charts to detail each child's feeding, sleeping and nappy changing routines for parents.

Children's good health is further promoted because the nursery maintains effective records, for example accident and medication records are recorded appropriately and confidentially. Parents sign each entry and are given a carbon copy for their own records. Written permission from parents is in place for seeking emergency medical advice and treatment. There is an effective rolling programme to ensure that all staff are first aid trained.

Children have good opportunities for physical play both in the inside and outside areas of the nursery setting. Fine motor skills are encouraged on a daily basis, for example, children are able to use pencils, pens and crayons confidently, as well as rulers, keyboards and calculators. A wide selection of construction toys extends these skills further and these are altered daily. At lunchtime all children are encouraged to use their forks and spoons or knives and forks correctly. Children are provided with fresh drinking water throughout the day and the older children are encouraged to help themselves and pour their own drinks.

Effective systems are in place to ensure that the children do not have access to food or drink to which they are allergic to or have a cultural or religious restriction. For example, a list of children's individual dietary needs is displayed in each grouproom and in the kitchen. The menu is displayed in the entrance hall for all parents to see and children are offered a very healthy, nutritious diet. A Food and drink policy is in place and staff preparing food are suitably trained and comply with food safety and hygiene regulations. Snack and meal times are very well supervised and children are seated when eating and drinking. Staff sample the meals each day and keep a weekly monitoring record of meals served to the children and the children's

evaluation of the meals. Children currently do not help to prepare snacks or serve much of their meals up independently.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The nursery setting is organised very well to enable the children to move around safely and independently. The security of the nursery building is excellent and systems are in place to prevent the children from leaving the nursery unsupervised and unauthorised persons from gaining entry. There are excellent procedures in place for arrival and collection of children. Staff in the office reception authorise entry for all parents and visitors to the nursery. Staff check the identification of all visitors and ask them to sign a visitor's book. Visitors are also introduced to the staff team. Children may only be collected by an authorised person and a password system is in operation for emergency use.

Excellent levels of supervision are observed throughout the nursery, adult child ratios are met and staff deployment is extremely well organised.

Staff are aware of the children's ages and stages of development and provide resources that are appropriate to meet their individual needs. Staff said that they are constantly assessing the resources and equipment for safety for example, the easel in pooh bears has a missing screw and has been put away for a few days until it can be repaired by the nursery handyperson. There are very clear procedures in place to promote the children's safety in the event of a fire or emergency situation. A fire procedure is displayed in each grouproom and all fire exits are kept clear of hazards. Fire drills are carried out every three months and extensive records of fire drills, inspections and servicing of fire safety equipment are kept.

Children are protected from the risk of abuse and neglect because staff understand their responsibilities with regards to recording and reporting any concerns. A thorough and extensive child protection procedure is in place and staff are well informed of Local Safeguarding Children Board procedures. The managers are aware of their responsibility at protecting children from people who have not been vetted.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The whole of the staff team demonstrate a kind, caring approach and spend time playing with the children at their level, supporting and extending their development and learning. All children are included in the activities available, staff sit with the children and encourage their play, language development and extend their vocabulary and understanding. The nursery endeavours to provide the children with a stimulating environment where playing and learning work alongside and compliment each other. A wide and varied selection of resources and activities are provided throughout the day using both indoor and outdoor activities in conjunction with individual plans drawn up by the child's keyworker. Consideration is taken to ensure that provision is made for a child with special needs and abilities.

Children are well supported in the setting as the staff team have developed positive relationships with the children and know them very well. Although routines are in place to ensure children's all round needs are met they do not impinge on the children's play and enjoyment. For example, a snack bar system is in place within the older age group rooms and allows the children to complete an activity and choose when they would like a snack or drink. A keyworker system is in operation and enables the children to be well supported in the setting. Keyworkers are responsible for settling in new children and gaining appropriate information from parent/carers to offer effective care and support to each individual child. Key workers are responsible for liaising with parents regularly and share information about a child's development and progress.

The whole nursery is bright and welcoming with displays of children's work and photos of the children at play around the walls of both the grouprooms and in the atrium and hall areas. Children's developmental progress is recorded either under the Birth to three matters framework or the stepping stones and is shared with the parents at least twice throughout the year at parents' evenings.

The provision offers very good care for the under threes. The setting makes effective use of the Birth to three matters framework to plan and provide a range of stimulating, challenging and age appropriate activities.

#### Nursery Education.

The quality of teaching and learning is good and the children are making clear progress towards the early learning goals. The pre-school and honeypot grouprooms are clearly organised into the six areas of learning, and provide a stimulating learning arena. The staff team have a sound understanding of the Foundation Stage and are actively involved in the planning process. An effective keyworker system is in operation and each key worker completes observations on their key children which informs their planning. There is a relaxed atmosphere within the pre-school and staff confidently support the children's learning and developmental progress. All children are included in the activities available and staff sit with the children and encourage and extend their development and learning. There is good support for children with learning difficulties/disabilities and for children with English as an additional language.

Children's personal, social and emotional development is strongly enhanced within the setting. Children come into the nursery happily, separating from their parents well. Staff are on hand to greet each child and this encourages the children to settle into the pre-school routine with ease. Children know the daily routine and participate in the different activities with interest and enthusiasm. Staff have high expectations of behaviour and set clear boundaries which the children know and understand. As a result behaviour is very good. Children make independent choices and are able to select the activities and resources for themselves. They are considerate towards each other and enjoy helping; a helper chart enables each child to take on grouproom responsibilities. Although children currently help to pour out their drinks they are not involved in the preparation of snacks and do not serve their meals up independently.

Children are encouraged to find their name cards during self registration when they first arrive to each session and put their names onto the name chart. Children are beginning to associate names and objects with letters and sounds. One four year old was able to spell out the first

few letters of his name to the inspector and also many of the children are able to identify their names and those of their peers. Staff support children's communication skills well through introducing new vocabulary and encouraging conversation during play. Many of the children in pre-school are confident talkers, they enjoy chatting away to each other and have detailed conversations with staff and the inspector.

Children have opportunities to access a broad range of resources which support their mathematical learning and development. There are many opportunities for the children to identify numbers visually around the pre-school room, for example on clock faces, on number puzzles, on number stickers on a table in the maths area, on the calendar and on the attendance chart. Children are developing confidence with numbers and counting and the daily routines extend this area.

Children confidently use the computer and although staff are on hand to support this if required many of the children are able to use it independently with skill and dexterity. Children have a daily opportunity to discuss the weather, month, year, season when completing the calendar mobile. Children learn about living things through helping to care for the Giant African land snails and fish in the pre-school room.

Children are able to use large equipment safely and independently on a regular basis for example in the outdoor play area where there is a selection of climbing and balancing equipment, in the indoor soft play areas and in the atrium area where there is a selection of pedal bikes, cars and a play tunnel. The nursery is currently completing the outdoor area and one part will be turfed and will be used as a outdoor garden area with a section for planting and another section will be developed into an adventure area with climbing equipment and a nature trail at different levels. Children are encouraged to develop their fine motor skills appropriately and are able to use a range of tools and equipment. Each week the children in the older grouprooms enjoy a music and movement session with a qualified dance teacher and practise a wide variety of movements showing balance and control.

Children have numerous opportunities to use various materials and to explore the range of media and materials provided. Many of the displays around the room contain examples of children's work but are very much adult led, for example using cut out template shapes that the children decorate. There are few opportunities for children to initiate their own craft work.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. The nursery has a very good understanding of children's individual needs and requirements. Child record forms are thoroughly completed for each child upon entry to the setting and these contain all of the required information to meet individual needs and for staff to provide appropriate care. A list of each child's individual dietary needs is displayed in each grouproom to ensure that their individual requirements are met. Children are encouraged to have an awareness of other people's individual needs, backgrounds and cultures. A wide range of different festivals are celebrated throughout the year. There are numerous resources throughout the setting reflecting diversity,

for example books, role-play equipment, displays, dressing up costumes, instruments and small world people.

A settling in procedure is in place and the nursery feels that it is of utmost importance that time is taken to settle each new child into the nursery. An introductory questionnaire sheet is completed by parents prior to their child starting and some sections are completed with the keyworker at the child's initial weaning in session. Weaning in sessions are arranged to enable the child and parents to familiarise themselves within the nursery setting.

The nursery ensures all children are welcomed into the setting and supports children with learning difficulties and disabilities. There is a designated Special Needs Co-Ordinator (SENCO) in place, who has attended relevant training and liaises closely with the Area SENCO to provide support and guidance to parents if required. Staff make observations of children's development and any concerns identified are sensitively shared with parents, and external support is sought.

There is a clear, positive and up-to-date behaviour management policy in place and the written policy reflects management techniques practised by staff. Effective strategies are used by staff to manage children's behaviour and these are appropriate to children's age and stage of development. The children are very well behaved and receive praise and encouragement from staff to encourage positive behaviour. Staff support the children by encouraging them to play cooperatively together and to share and take turns.

Partnership with parents is good. All parents approached reported that they are happy with the care and learning provided by the nursery staff. They felt that the staff team are caring, approachable and supportive of their children's individual needs. There are effective opportunities for parents to share records and receive information about their child's progress and development on a regular basis. Parents can see their child's developmental records at any time and staff will set aside time to talk to them. The nursery also organises regular parents' evenings where parents can meet with their child's keyworker. Parents receive daily contact sheets and verbal information on the child's nursery day. Staff are also available to speak to parents at the beginning and end of each day or session. There is also a suggestion box in the parents' area of the main foyer where parents can record their wishes. Parents are also asked to complete a questionnaire twice a year and the nursery takes comments from these into consideration when evaluating the provision. A record of transfer is completed when each child goes to school highlighting the stage where each child is at and a general synopsis of their time at Springfield Lodge Day Nursery.

## **Organisation**

The organisation is good.

The provision meets the needs of the range of children for whom it provides. All the required documentation is readily available for inspection and is confidentially and safely stored. The children are cared for by suitably deployed and qualified staff who are appropriately vetted, due to rigorous recruitment procedures.

Comprehensive policies and procedures work well in practice, ensuring the effective management of the nursery. The nursery operates a Keyworker system which enhances the care and support

given to the children. Staff have a sound knowledge and understanding of child development and either the Birth to three matters framework or the Foundation Stage curriculum which enables them to plan activities which enhance and extend the children's individual needs.

The staff work very well as a team. Effective induction procedures, regular staff meetings and the staff appraisal system ensure that staff are clear about their individual roles and responsibilities. Effective procedures are in place for staff to ensure ongoing suitability and personal development, for example the formal appraisal system identifies staff training and developmental needs. The staff team are well qualified and on-going training and development is actively encouraged. All staff have a first aid qualification and there is an effective rolling programme in place to maintain this. The staff team continually risk assess the provision and evaluate their findings in order to put more effective practice into operation where required. For example, the breakfast club now does not leave the setting until 08:45 as they assessed leaving earlier could be detrimental to children's safety as children were not admitted to the school playground until this time.

Leadership and management of the nursery education is good with some outstanding aspects. Although there is currently shared management at the nursery both managers have a clear vision of the quality of childcare they would like to offer. The effective appraisal system, weekly team leader meetings and termly staff meetings enhance communication within the nursery. The nursery has revised its end of day collection procedure as the manager felt that in some cases children's safety could be compromised when parents accidentally left the door to the foyer open. Staff are able to explain their key areas of strength and areas that they would like to develop and all highlight that their key strength is teamwork. Staff are given responsibilities by management to encourage teamwork and to evaluate their on-going practice. For example, managers send out questions regarding the National Standards to each group room on a regular basis and each grouproom team offers answers on how they meet specific areas.

### **Improvements since the last inspection**

N/A

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required 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 complaint record may contain complaints other than those made to Ofsted.

## **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 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 positive behaviour is encouraged during snack times with particular reference to the after school club

### **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):

- extend opportunities for children to learn about the natural environment and provide additional opportunities for children to initiate their own craft work
- encourage the children to participate in serving themselves at meal and snack times and to be more involved in the preparation of snacks.

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](http://www.ofsted.gov.uk)