

# Summerfield House Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	120243
<b>Inspection date</b>	25 April 2007
<b>Inspector</b>	Joanna Scott
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<b>Registered person</b>	Adele Elizabeth Doran
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Summerfield House Day Nursery was established in 1991 and is privately owned. It operates from converted residential buildings near the village of Chobham in Surrey. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. The children have access to secure outdoor play areas, and an allotment which is on the premises. There is a fenced area where chickens and ducks are cared for.

There are currently 66 children from three months to under five years on roll. Of these, 25 children receive funding for early education. Children come from a wide catchment area, as most of their parents travel to work. The nursery currently supports a small number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 12 members of staff to work with the children. Of these, eight hold appropriate early years qualifications and three are working towards a qualification. The setting receives support from the Early Years Childcare Service.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

The children are cared for in a well organised environment where they play indoors and out. Children have regular use of a large garden where they have space to run around and play actively. They climb, slide and ride push along toys and tricycles which helps to develop their physical skills and fitness. The children are protected from the sun. The garden has areas which are undercover and shaded, and the staff are consistent in ensuring children wear hats and sun cream when outside during the warmer months. The children bring suitable clothes to enable them to use the garden throughout the year, such as Wellington boots and warm coats, which ensures they get daily opportunities to be active. The children's routine is planned to include times to be active and to rest, which is beneficial to their growth and development.

The children's health is protected because the staff follow regular procedures to prevent cross infection and ensure the premises and equipment are clean and ready to use. For example they clean tables before the children eat, and wear gloves to change nappies. The children are learning about the importance of good personal hygiene. They develop independence as they follow the pictorial displays reinforcing the hand washing and drying process, and are supported by vigilant staff who notice those who don't remember for themselves. Even children under two are encouraged to use individual flannels to wipe their hands before lunch, with support from staff. This helps the children to begin to make links between good health and good hygiene.

The children enjoy a varied and nutritional diet. Well planned meals are prepared off site and delivered each day. Children's individual dietary requirements are met, the staff and catering company liaise to ensure that meals are suitable and alternatives are provided as necessary. Each child is offered cheese after their meal to neutralise the acid in their mouth, and this is beneficial to their dental care. The nursery have a snack bar system in place which works very well. It enables the children to have some choice in deciding when they are ready for their snack. Children sit together in small groups with a member of staff and they talk about what they have been doing. This is a social time and encourages conversation. They are able to choose their snack from a selection of prepared fruit, and are able to pour their own drinks, which increases independence. The children are learning about healthy foods, there are colourful displays about 'good' and 'bad' choices on the wall, and the children help to grow fruit and vegetables in the allotment. This builds their awareness of making healthy choices.

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

The provision is good.

The children play in a secure and safe environment. Daily checks are in place to ensure that hazards are minimized, for instance, a member of staff completes a daily checklist of the buildings and garden. The children are prevented from leaving the site unaccompanied because staff check that low level gates remain closed during the main period of drop off and collection during which time the main gate is unlocked. Signs are displayed reminding users that the gate must be bolted.

Children are grouped by age. This ensures that they play with resources that are age appropriate for their stage of development, and a routine which meets their needs. They have sufficient space to move around their base rooms and play and move in comfort. The walls are covered

with examples of the children's work, and displays. This helps to create a warm and welcoming environment and helps the children develop pride in their achievements. Many of the resources are stored at low level and this allows the children to self select. The children are learning how to keep themselves safe. They practise fire evacuation on a regular basis which means they are confident at leaving the building quickly and safely. Children also learn about expected behaviour which contributes to their safety, for example using the trampoline one at a time, and not running inside. Children are reminded to listen to what people say and as a result they are skilled at following direction from staff. Systems are in place to ensure that sleeping children are monitored to ensure their safety.

The children's welfare is protected because the nursery staff have a clear procedure to follow should they have a concern about child protection, and key staff have attended training. The children benefit because the majority staff hold a valid first aid certificate, so have the skills to care for a child appropriately if they have an accident.

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

The provision is good.

The children settle quickly on arrival, they separate easily from their parents. The nursery have a settling in procedure and the staff are skilled at using techniques which make parting easier, such as encouraging children to do a special wave from the window. The children are able to make choices about what they play with. They are confident and approach each other and the staff happily to seek help and to involve others in their play. This is a very positive and nurturing environment. The staff support the children well, they are very child focused. For example, the staff sit on the floor with the under two's and sing and play instruments. The young children laugh and join in with familiar actions, and some like to stand and dance. The staff encourage them. These children have a stimulating and purposeful time, and the staff help to extend their interest. Staff plan the play opportunities made available using the Birth to three matters framework and they observe the children which enables them to monitor each of the younger children's progress. This build's the staff's knowledge of each child's care and learning needs.

### **Nursery Education**

The quality of teaching and children's learning is good. One member of the staff team working with the children in receipt of nursery education takes overall responsibility for planning activities and compiling observational assessments into the children's Surrey Child Profile's. The focus activities are very well organised and delivered and inspire the children. The staff interact positively with the children as they play and learn, although not all have attended specific training on the Foundation Stage to extend their knowledge. The children show curiosity and interest as they use magnifying glasses to study ice cubes as they melt. They use magnets to see if ice has the same properties as the metals they have been studying, and this reinforces their learning from a previous activity. The children are very focused, and discuss this activity for some time, building on their descriptive language and making early scientific links.

The children are polite and courteous. They greet staff and their friends warmly, and show concern for each other. They share and co-operate well, for example taking turns on the computer. The children have very good communication skills. They extend their vocabulary through conversation, particularly during the focus activities where they have opportunities to extend their thinking. They are very confident, their language and listening skills are developed because all children are encouraged to listen to each other. They enjoy easy conversation during their play and communicate well. There are many opportunities within the day to recognise

their name and make links to letters and sounds, for instance, the letter of the week is 'i' and a member of staff talks about the different sounds it makes in the words 'igloo' and 'ice'. Children play with foam letters in the water tray and the letters in the stamping set to pick out some of the letters in their names. Materials for mark making are readily accessible from low level storage, and children confidently use them as they write in notebooks. This develops children's early writing skills. There are opportunities for the children to develop their mathematical skills. In addition to planned activities the children count as they sing, and during day to day activities such as calculating how many paper towels they need for everybody around the table. They talk about size and measure as they learn and play. There are colourful and stimulating displays around the room which provide interest. Children confidently use the computers, skilfully manipulating the mouse and using programs which reinforce their mathematical learning such as counting and number matching.

The staff make good use of the outside area which allows children to explore nature. For instance they sit and plant beans in flower pots, and spend time in the allotment growing and caring for a range of fruit and vegetables. In addition they observe the ducks and chickens which are kept by the nursery.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered.

The nursery work in partnership with parents and other agencies to support children with special needs and those who have English as an additional language. There is a designated Special Educational Needs Co-ordinator (SENCO) in place, and secure procedures to ensure that children's individual needs are met. Staff working with the children follow guidance relating to the care offered, and adapting the environment and activities to make them accessible.

The children are learning about diversity and the wider world. As part of planned activities the children learn about cultures and countries, for example, celebrating Chinese New Year and St George's Day. Staff encourage children's natural interest; after looking at a postcard from Boston they look on the map to find America. This prompts conversation from the children about where they have been on holiday.

The children behave very well. There are expected behaviours throughout the nursery that children and staff work with such as being kind, listening and having fun. These are displayed for the children to see, and staff remind the children if it becomes necessary. Any disputes are minor and related to the age and stage of the children's development. The staff work consistently and this supports younger children who are learning to share, take turns and co-operate with each other. The children are confident. Staff routinely praise children for their achievements and this positive approach enables children to develop pride, for example, a younger child shows staff the sheep he is making using glue and cotton wool.

The partnership with parents is very good. The nursery staff share information with parents related to the care the children receive on a daily basis. They use a link system where parent representatives have a regular meeting with the principle to discuss any issues that arise. The setting also make good use of email to communicate. This ensures that working parents have different methods to make contact with the nursery and ensures that channels of communication are always open.

## **Organisation**

The organisation is good.

The leadership and the management of the group is very good. The Principle takes over all responsibility for the day to day running of the nursery. She is visible to the staff and parents, and takes an active role which makes it easy to approach her to discuss any issues or concerns. She reports to the owner. The staff team are established and work well together. They have regular team meetings to discuss operational matters and group room meetings to discuss planning and the care of the children. Staff are deployed well and ratios are maintained at all times which means that children are well supported.

The daily routine is well organised. Children enjoy a mix of directed and free play and make good use of the outside areas for active play and as a learning environment. They have time to be active and to rest. The children are settled and enjoy their time at the nursery.

Regulatory documentation is well maintained and there are detailed policies and procedures in place which reflect the operation. Parental permissions are in place, although agreement to use the trampoline is not recorded. Recruitment, induction and appraisal processes are in place which ensures that those working with the children are suitable to do so. The management and staff have a reflective approach and a keen desire to improve the quality of care and nursery education for every child, for instance, they are taking part in the Surrey quality assurance scheme. Overall, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the previous care inspection there were two recommendations raised. Firstly the nursery was asked to ensure the safety of heaters in areas accessible to children. The heaters this relates to have been raised so are no longer at child height. Secondly, the nursery were asked to review the storage of the pushchairs to ensure they are clean and ready for use. Pushchairs are stored inside, and are now ready and easily accessible for use.

At the previous nursery education inspection the group were asked to consider improving the development of the children's early writing. They have increased their resources and ensure a mix is available to children inside and in the outside learning area, and this helps children to develop their early writing skills as they play.

## **Complaints since the last inspection**

Since April 2004, 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 complaints 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):

- formalise parental permission to use the trampoline

### **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):

- ensure that all staff delivering nursery education have a secure understanding of the Foundation Stage curriculum to enable them make the most of children's learning

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)