

Southfield Nursery

Inspection report for early years provision

Unique Reference Number	EY280116
Inspection date	06 June 2007
Inspector	Jill Scargall
Setting Address	1 St Clares Walk, Brigg, North Lincolnshire, DN20 8JS
Telephone number	01652 657720
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Registered person	Christine Johnson
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 was registered in 2003. It operates from a building in the centre of the market town of Brigg which has been converted from a house into nursery accommodation and there is a secure enclosed outdoor play area. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08.45 to 15.30 during term times.

There are currently 54 children from two to under five years on roll. Of these, 38 receive funding for nursery education; 27 funded four year olds and 11 funded three year olds. Children come from a wide catchment area, from the town and the surrounding villages. The nursery can support children with learning difficulties.

The nursery employs 11 staff, all of whom have childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from infection by the rigorous hygiene routines in place. They are developing increasing independence by seeing to their own toileting needs as soon as they are capable and by staff enlisting their help to make everyone aware of the need to keep the bathroom areas clean. Younger children are supported with potty training. Accidents are capably dealt with; children receive comfort and attention if they have an injury. All necessary details are recorded and parents are fully informed. A trained first aider is available and parents receive copies of policies so that they know to keep poorly children at home.

Children routinely enjoy fresh air and exercise and outside activities. They have the choice to play in the garden of the nursery most of the day and they also enjoy outings, for example, to the local organic farm and café, from time to time. They can rest on bean bags or mats if they are tired. Children have constant access to water when they are thirsty and for periods of the day they can visit the café in the kitchen and pour themselves drinks. They help to cut up pieces of fruit and offer it to their friends. They are introduced to recycling when they discuss how to dispose of fruit peelings and they put them into the appropriate compost bin. Children who require a special diet have their needs catered for and they are fully integrated into the café system.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and welcoming environment with bright attractive wall displays. They are greeted enthusiastically and welcomed onto the premises. These are well maintained and space is adequate for the number of children. Detailed risk assessments and health and safety routines are in position. Fire evacuation procedures are in place and an emergency evacuation plan is clearly visible to all. Children practise fire drills to make sure they keep calm in an emergency. There is a strong emphasis on the safety of children, for example, they are covered in sun cream of their parents' choice and given sun hats before they go out in hot weather. Road safety routines are discussed when they are out and the nursery has safety precautions in position, for example, locked doors, stair gates and smoke alarms to maintain children's safety.

All reasonable steps are taken to make sure toys and equipment are regularly checked and kept in good condition for children. Regard is given to safety standards when purchasing new equipment and these conform to regulations where applicable. There is a wide variety of developmentally appropriate toys and equipment including child-sized furniture. However, there are no items of comfortable furniture where an adult and child can work or rest together.

The ongoing safety of children is further maintained because all reasonable steps are taken to make sure they are only collected by named persons, according to the wishes of their parents. They have appropriate supervision when they are outside and their arrival and departure are monitored. Children are kept safe from harm by the nursery's policy and procedures for child protection. Documentation is in place; however, procedures do not reflect guidance from the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children from two to three years of age are confident and settled in the nursery. They enjoy a varied curriculum which is planned according to their developmental needs and involves a variety of interesting activities. They play with their friends and form friendships and socialise with adults and older children. They are becoming good communicators as they talk happily to staff and to other children. Staff promote their language development by using conversations to extend their thinking and play; for example, they discuss how cubes of jelly and water feel together and that they feel 'squidgey'.

They develop a sense of adventure by participating in outdoor play and they are experiencing the wider world by planting seeds and watching things grow. Children are beginning to use their imaginations creatively by role play in the Wendy house and by dressing up. They experience a variety of art and craft activities through the week, for example, painting with big brushes and sponges and collage activities.

Nursery Education

The quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage and work well as a team to provide a broad range of activities. Effective questioning is used to develop children's communication skills. For example, they discuss sports day and decide that running will make them feel hot and tired, and they might need a drink. Planning and assessment systems are constantly under review and generally provide a suitable framework to help children make sound progress towards the early learning goals. However, planned activities do not always indicate how activities can be adapted or extended to fully support differing abilities. Older and more able children are not always challenged sufficiently in all areas of learning.

Children are gaining a high level of independence and they are confident to make their own choices in their play. They are interested in the world around them and explore and investigate their environment in their planned topic work. They speak well and use words effectively to discuss their experiences with their pets, both real and imaginary. They are making good progress in both mark-making and writing and some are skilled at writing their own names. They enjoy the introduction of phonics and are fond of reading stories to one another; they treat books with respect. They hold them the right way up and follow the text for their friends, and they enjoy listening when adults read to them.

Children have many opportunities to count and compare numbers in their everyday routines, when they give out cups for snack time, or line up to go outside. They participate in outside play planned to develop their large muscle skills. They are also good at using small equipment with regular opportunities to concentrate on fine detail when they use scissors, knives and sewing needles, and programme technological toys. Many opportunities are presented for children to participate in creative activities. There is as strong emphasis on singing and creative activities, for example, using a variety of painting media and collage work.

Helping children make a positive contribution

The provision is good.

There is a positive attitude towards equal opportunities. Children are offered many planned activities which promote the wider world and those who attend from different backgrounds

and cultures are included and acknowledged in a positive manner. Children are encouraged to take part in all activities and there is a broad range of resources to support their play. Those with learning difficulties have their care supported by a comprehensive policy and by the knowledge of staff members who have received further training so they can actively support the children in their care.

The nursery shares information with parents to support children's individual needs. Children benefit from the partnership between the their parents and the nursery. Parents receive a wealth of information about the care, including details of funded nursery education. They receive written and verbal daily information about their child's care and they can view their individual achievement records at any time. They also attend a formal open session to discuss their child's progress. Relationships with parents are a strength of the nursery and parents receive a wealth of information about their children's care and education on a daily basis. The partnership with parents and carers is good.

Children know the behaviour expected of them and usually behave well. Positive age-appropriate strategies are used for dealing with inappropriate behaviour and these are shared with parents if necessary. Staff speak to children in a calm and friendly manner and they act as positive role models for children. They use praise and encouragement meaningfully. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are well cared for because the appropriate procedures are in place for the advertising, appointment and induction of staff. Staff work well together led by an experienced manager and staff keep up to date by regular attendance on courses. Staff are deployed effectively to cover the care of children, which is carefully organised as some attend on a sessional basis and some remain all day. Children are supported by high adult to child ratios. Overall, the provision meets the needs of the range of children for whom it provides. Records and documentation is kept up to date and stored and shared appropriately. Documents are used to well to support the provision, and this helps the nursery to offer a quality service to parents and children.

Leadership and management is good. The manager is experienced and knowledgeable. She sets high expectations for her staff and she leads a team who are enthusiastic and committed. Children's care and learning are supported through effective organisation of the nursery. Regular staff meetings are held and staff routinely access further training. The monitoring and evaluation of children's learning is in place and staff carry this out. However, more and less able children do not have the monitoring system refined and reviewed to provide them with planned extension activities.

Improvements since the last inspection

At the last inspection the nursery were asked to make sure that water was available at all times for children and to make sure that information about children's dietary requirements is recorded. Children's health is further promoted by the provision of water at all times and the noting of allergies and dietary requirements. The nursery were also asked to show how they would address any allegations against staff. A comprehensive policy is now in place to protect staff and children.

Complaints since the last inspection

Since the last inspection 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.

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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):

- increase knowledge and understanding of child protection, in line with Local Safeguarding Children Board procedures
- provide appropriate seating so that adults and children can work together comfortably

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):

- make sure that activities and experiences meet the needs of more and less able children
- make sure that monitoring procedures are used to identify ways to improve teaching.

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