

# Serendipitys Pre-School Day Nursery

Inspection report for early years provision

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**Unique Reference Number** 253399

**Inspection date** 06 July 2007

**Inspector** Ann Keen

**Setting Address** 32 Nottingham Road, Bingham, Nottinghamshire, NG13 8AT

**Telephone number** 01949 836730 or

**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](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?

Serendipitys Pre-School Day Nursery is a privately run provision which has been operating since 1998. The nursery operates from a converted bungalow in the centre of Bingham. The premises consists of three playrooms for different ages, a kitchen, office and toilet facilities. There are enclosed outdoor play areas. There is a car park for staff and parents at the front of the building. Children attend from the town and surrounding villages. There are currently 97 children on roll. This includes 33 children who are in receipt of nursery education funding for three and four-year-olds. There are no children on roll who have learning difficulties and/or disabilities and all children speak English as their first language. The provision receives support from the local authority. The nursery is open each week day throughout the year from 07.15 until 18.00, with the exception of bank holidays. The nursery employs 18 members of staff on both a full and part-time basis. Of these, 14 staff have completed childcare qualifications. Ten staff have a level 3 qualification, four staff have a level 2 qualification and are working towards level 3. One member of staff has qualified teacher status.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is assured because they are aware of good practice. Documentation is kept in order to ensure children's well-being is effectively promoted, for example, parental permission is sought to give medical treatment. Children are well cared for if they are in need of a rest as mattresses are provided for older children and the babies are able to sleep in a cot. Children's emotional well-being is good. Children are not accepted into the nursery if they are infectious so helping to minimise the spread of germs.

Children's dietary needs are suitably met because the nursery works with parents to ensure children benefit from a suitable individual diet. Children are well nourished whilst in the nursery's care. They are developing a good understanding of healthy eating because the nursery provides well balanced snacks and meals, such as shepherd's pie, curry, toad in the hole, vegetables, yogurt and fruit. Children are protected against infection because staff use anti-bacterial sprays to clean surfaces. Visitors are asked to remove or cover their shoes in the baby room effectively ensuring germs are not spread from outside. Hygiene practices promoted throughout the nursery do not always fully protect children from the spread of infection. For example, pre-school children do not consistently wash their hands before eating and younger children share bowls and flannels when washing and drying their hands.

The outside is used well for a range of physical activities and children play enthusiastically. They benefit from a wide variety of equipment to practise a variety of skills such as climbing and pedalling. A particularly good feature of the indoor play accommodation is the ball park. This allows children to expend energy and explore boisterous physical activity whatever the weather. Children enjoy climbing and developing their muscles in a safe environment, supported by staff guidance and encouragement.

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

The provision is good.

Children's welfare is well promoted because children are looked after in a well-maintained and clean building. They have suitable space in which to play and be active. Children can use the outside, so developing their choice and independence effectively. The outside area is very secure and well kept so the risks to children are minimised. The sand pit is covered and the cover is securely attached when in use thus ensuring children are not in danger of it falling on them. The risk of accidents is minimised due to features such as the use of a safety surface in the play area. Children have access to a good range of suitable apparatus appropriate for the purpose, helping to create a stimulating environment for the children. Toys, equipment and furniture are clean and in good condition. They are used well to enhance children's development. Potential risks are reduced as risk assessments take place and daily visual checks are used to ensure children are safe. Gates are used between rooms which means, for example, that babies are able to crawl without fear of being trodden by toddlers.

Good systems to protect children against harm in the event of accidental fires are in place such as installing smoke alarms, keeping a fire blanket and practising evacuation procedures with children. Staff are vigilant about entry procedures ensuring they are aware of those entering the building, safeguarding children from unwanted intruders. Children's welfare is promoted through the use of an appropriate child protection policy so staff are aware of their responsibility

to act on concerns. Children are safeguarded from child protection issues as staff fully understand their role and know the procedures to follow should an incident arise.

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

The provision is good.

Children are introduced to a wide range of interesting and stimulating activities supported well by staff. Children demonstrate enthusiasm for creative activities such as banging utensils and pans with spoons, investigating the sounds they can make. The wealth of activities are captured in photographs so parents and children can revisit what they have done. Children are content and settled in the nursery as they eagerly participate in activities. Younger children benefit from the interesting range of activities that support their development in line with the 'Birth to three matters' framework. Children's care, learning and play is well supported through singing well-known songs such as 'Baa, baa, black sheep' and 'Wind the bobbin'. They form secure bonds with staff and demonstrate a sense of belonging through regular routines such as well-known procedures at meal times.

Babies receive good levels of support and encouragement which ensures they are secure and become confident to explore and investigate. They are encouraged, for example, to play with the numerous toys and musical toys. Mobiles and pictures on the ceiling provide stimulation so that babies can see them from the floor. Babies respond well to staff's interaction with them by laughing and smiling, helping them to form positive relationships.

### **Nursery Education**

The quality of teaching and learning is good. Staff use their knowledge of the Foundation Stage and the stepping stones to provide a wide range of activities to help children learn. Plans show clear learning intentions so staff are aware about what they want children to learn and have high expectations for them. Groups of focused activities are well organised to ensure children's individual needs are met and activities are planned for children's individual learning. In planned activities the children are well organised to provide the next step in their learning. The teaching methods show a good understanding of how children learn and progress. However, the organisation of daily routines do not always provide for children's specific needs, for example, children spend too long sitting and waiting while adults give out their snacks and the age span for story-times is too large. This results in the children becoming restless and it impinges on their independence. These times are also not used to develop children's skills such as practical mathematics. Staff manage children's behaviour well, generally providing positive guidance and support. The room is well organised to give children a good variety of activities in which they are able to participate. The outside area is used effectively to provide children with a suitable variety of activities and the nursery take mathematical and literacy boxes outside so children have the opportunity to extend their experiences beyond physical development.

Relationships are good and children are well behaved, complying to acceptable standards of behaviour. Children are learning to identify the initial letter of their name and recognise it on their name card. Activities are extended to help children find the letters of their name in magazines and the computer is used to support their learning. Children develop their self confidence well because staff accept children's ideas and take time to listen to what they have to say. Children are introduced to the idea that people look different from each other by looking in mirrors and noting their observations. Children are involved in the activities and enjoy participating and as a result they are confident and well motivated to learn. Their delight at making paper aeroplanes is evident and children talk about flying their planes from the day

before. Children are encouraged to self-select activities and are then supported by staff as required. Children are developing an awareness of numbers and learn to recognise them through interesting activities like making number shaped biscuits and numbers made out of rice. Song and rhymes such as 'Ten Fat Sausages' and 'Five Currant Buns' are used well to help children understand that numbers increase and decrease. Children's make three-dimensional structure such as masks and box modelling. Through practical activities children begin to experience basic scientific principles, for example, that some objects float in water whereas others sink. Children confidently make their own constructions using commercially produced materials, supporting their imaginations well. Children's manipulative skills are supported well by controlling small 'tools' such as pens, pencils and paint brushes. Children engage in activities that help them to express their ideas and develop their creative skills like being the houses in the story of 'The Three Little Pigs'. They produce a good variety of creative work such as painting with sponges and mixing paints. Visit such as going to the farm are well supported with additional activities like creative displays.

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

The provision is good.

There is a clear commitment to equal opportunities and children are valued as individuals. The nursery is aware of the constant need to improve its resources and activities to ensure they promote diversity. Children are learning to respect other people's way of life and celebrate a variety of cultures effectively and thus developing respect for others. Children's spiritual, moral, social and cultural development is fostered. Children are generally actively engaged in the activities, ensuring their interest is held. Children are relaxed and develop a good sense of belonging. There are clear behavioural expectations and children are encouraged to accept reasonable boundaries. The nursery is aware that some children have learning difficulties and/or disabilities and takes appropriate action. Children learn simple ways of signing, supporting alternative ways of communication well.

Staff work well with parents to provide for individual requirements. Parents receive extensive information and they can see what children have been doing through the vast array of photographs on display. The nursery is aware of the requirements to have a complaints procedure and that should the need arise any complaints must be shared with parents. The partnership with parents and carers is good. Parents are provided with information about the Foundation Stage. Children benefit from a two-way exchange of information as parents are well informed about their children's progress and are able to discuss children's records with staff. Opportunities for discussion are provided through events such as open days when parents can talk to key workers.

### **Organisation**

The organisation is good.

Children's welfare and care are appropriately fostered by the use of appropriate documentation. Consequently, contact details are kept accurately so children are safeguarded and carers can be quickly contacted in emergencies. Registers are well maintained which helps to safeguard children.

The setting has a range of policies and suitable procedures in place which generally reflect the care of children well. These include admissions, non-collection of children, healthy and safety, child protection and behavioural policies. The management are always striving for improvement

and they are effectively developing systems which ensure their policies are being upheld to support children's care. Overall children's needs are met. Children's welfare is safeguarded as staff are well-deployed during the sessions, working with the children and supporting them. Good systems are in place to maintain suitable ratios of staff to children. Good recruitment and vetting procedures are in place to ensure children are cared for by appropriately qualified and experienced staff. Through suitable appraisal systems, training needs are identified to ensure children are cared for by appropriately trained staff.

The leadership and management of nursery education is good. The leadership of the setting ensures that suitable staff are employed to carry out improvements so children receive good quality provision. Staff use outside help such as the local authority to monitor and evaluate their practice as they are committed to ensuring children receive good quality education.

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

At the last care inspection there were two recommendations. The setting was required to develop activities to extend children's understanding of diversity and update the policies and procedures. The nursery is developing staff's knowledge of diversity throughout all age groups. They are improving their resources and activities for nursery education as well as care. This helps to ensure that children are becoming more aware that people look different and lead varied lives. The policies and procedures are being updated and staff ensure that all relevant forms are signed, promoting the welfare and safe care of the children well.

At the last education inspection there were two recommendations. The first one required the nursery to use assessments to identify the next steps in children's learning. The second recommendation required the nursery to extend the opportunities for creative activities. The system for assessment now ensures that staff are able to identify children's progress along the stepping stones effectively and identify the next step in children's learning. This means that staff are able to ensure that children are challenged in their thinking. Staff are planning improvements in children's creative skills through creating dens and providing children with real tools. This enables all aged children throughout the nursery to extend their learning and creativity. It also provides them with extended opportunities to learn how to handle a variety of equipment and apparatus.

### **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 by 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):

- take positive steps to prevent the spread of infection through good hand-washing practices.

### **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 routines and large group sessions are organised effectively to develop children's independence and mathematical skills in accordance with their stage of development.

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)