

# Summerfields Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY347790
<b>Inspection date</b>	09 October 2007
<b>Inspector</b>	Maxine Williams
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<b>Registered person</b>	Summerfield Day Nursery 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?

Summerfields Day Nursery opened in 2002 and has been run by the current owners since 2007. It is privately owned. The nursery operates from a converted business premises in Hartshill, Newcastle-Under-Lyme. A maximum of 105 children may attend the nursery at any one time. The nursery is open from 07.30 to 18.00 from Monday to Friday, all year round. All children share access to a secure, enclosed outdoor play area.

There are currently 60 children aged from birth to under eight years on roll. Of these, seven children receive funding for early education. The nursery serves the local area and hospital employees. Children are able to attend for a variety of sessions. The setting supports children with learning difficulties and disabilities and who speak English as an additional language.

The nursery employs 12 members of staff. Of these, 10 hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a warm, clean environment where they learn the importance of good personal hygiene through well planned routines. They know they need to wash their hands or have them wiped before snack and lunch times, after outside play and after using the toilet. Children's health is well protected by the successful implementation of policies and procedures. Each child has their own bedding, nappies and cream; nappy changing procedures are good, staff wear aprons and gloves, all surfaces are wiped with anti-bacterial spray and children's individual records are completed to ensure that staff and parents are aware of when children have been changed. Consequently, this helps children remain healthy. Accident and medication systems are fully understood and all records are accurate and up to date. Children's understanding of how to keep themselves healthy is promoted through topics and conversations. They discuss why they need to wear Wellington boots and coats when it is raining outside. This means that children begin to recognise ways to keep themselves healthy and to take responsibility for their own well-being.

The nursery has achieved a healthy eating award and there is a dedicated cook who prepares a wide range of nourishing meals and snacks that appeal to the children and meet their nutritional needs. Meal times are sociable occasions, children sit down together to share a nutritious meal, such as pasta, vegetables and cheese, followed by pudding and custard. All but the very youngest children are able to feed themselves and use appropriate cutlery; staff sit with children and offer assistance when required. Children's individual dietary requirements are recorded and alternative options are always available. All staff work together with parents to ensure that children begin to understand the benefits of a healthy diet and making healthy choices. Staff educate them about the benefits of eating fresh fruit and vegetables, and snacks are usually fruit or other healthy choices. Fresh drinking water is available at all times and children are able to access their own drinks when they want one. Consequently, children are learning how to meet their own dietary needs. Babies are held by a preferred carer whilst being bottle fed, therefore they are comfortable and secure as they feed.

Children enjoy a wide range of activities, which contribute to their good health. Regular outdoor play sessions help children make progress in their physical abilities. For example, riding on bikes, being pushed in coupé cars and using bats and balls with each other and staff. Three-year-olds are delighted when they manage to hit the ball with the bat. All of the children in the nursery take part in health, fitness and nutrition classes, which are run by an outside provider. The children take part in weekly sessions, where they participate in simple aerobics and stretching, including warm up and cool down. They also get involved in a discussion on a different health related topic each week. They join in the activities with enthusiasm and this helps them develop knowledge of the way activities have an effect on their bodies. All are able to rest and be active according to their needs.

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

The provision is good.

Hazards to children are reduced because the staff are very attentive and use daily, detailed risk assessments to reduce possible dangers. This means that children are able to move around safely, freely and independently. Staff monitor access to the premises at all times and admittance to the premises is controlled. This ensures that the safety and well-being of children is protected.

Children are further protected because of robust procedures for their arrival and departure. Fire evacuation procedures are good, they are fully understood by both staff and children; appropriate fire-fighting equipment is in place and fire drills are practised and recorded on a regular basis. Staff help children to learn about keeping themselves safe through conversations and topics. For example, they remind children why it is not safe to run in the nursery and why they must always hold on when walking down the stairs. Knowledge and understanding of child protection procedures is good. Staff have a thorough awareness of the signs and symptoms of abuse and are confident to report concerns. There is a thorough and robust child protection procedure in place, however, it does not include the procedure to be followed in the event of an allegation being made against a member of staff.

The nursery is split into three rooms in the main building and the annex is used for the pre-school children and for the out of school club. Children are allocated to the rooms in the nursery according to their age and stage of development. Each of the rooms is of a good size, with an integral quiet area for children to rest and relax. There are a wide range of high quality and developmentally-appropriate resources available, which meet safety standards. These are organised effectively in storage containers at heights which are accessible to children. Consequently, children are able to independently access resources and make decisions about their own play and learning. Children share access to a fully enclosed outdoor play area, there is a good sized paved area where children are able to ride bikes and other ride-on toys, and a small lawn border, where toddlers and babies are able to use the slide and seesaws to help progress their physical skills. The nursery provides a pleasant environment in which children are able to develop confidence, self-esteem and a very good sense of belonging.

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

The provision is good.

The nursery makes excellent use of the 'Birth to three matters' framework to promote children's learning and enjoyment in the setting. Staff have undergone training in the 'Birth to three matters' framework and have a secure knowledge of appropriate methods to promote children's learning and development. Observations of children's progress and assessment of activities are made by the key worker of each group of children. All children attending the nursery have produced many artistic creations for the topic of Autumn. Two-year-olds are developing their knowledge of colour as they sort the construction blocks into different piles of colours, they are able to name most of the colours and staff help them with the names they don't know. Children develop their understanding of their local community when they visit the local shops. Staff extend the experience to develop children's awareness of road safety, as they help children learn about why they have to 'stop, look and listen'. Children enjoy playing 'grown-up' as they ask for a basket to put the food in, then choose and pay for the food. Staff further extend the experience by organising for children to make pizzas with the food they buy, these are then enjoyed as a tea time treat. Babies are encouraged to develop physical skills through the use of push- and pull-along toys, shape sorters and bead mazes. Children are relaxed and receive comfort when they are tired or upset. Staff sit with children, help them with their dinner and give cuddles. Consequently children are confident and have good levels of self-esteem. Babies are animated and gleeful as they play 'I see', hiding under a treasure box, squealing and clapping with delight as the staff member 'sees' them.

Children are at ease and enjoy their time in the setting's welcoming and comfortable environment. They develop their independence as they choose between a large assortment of toys, books and activities, which are interesting and appealing. Staff continually talk to children and react to their language and actions. Children use a variety of ways to respond and express

themselves, which contributes to their budding communication skills. For example, staff talk to children about it being Autumn and how the leaves fall off the trees, they encourage children to look for leaves and to talk about what the trees look like in Spring. Babies are encouraged to join in with the words and actions to songs such as 'Row, row, row your boat' and 'Wind the Bobbin up', 12-month-old children laugh and clap excitedly as they dance along to the singing. Children enjoy joining in with songs such as 'Head, shoulders, knees and toes', pointing to each of the parts of the body and laughing and correcting the staff when they say the parts in the wrong order. There is a good range of equipment and toys to promote imaginative play and children play well together, with resources such as the home corner, kitchen and dressing up clothes. This enables children to develop good social skills.

### Nursery education

The quality of teaching and learning is good. The manager, the supervisor and all staff demonstrate a firm knowledge of the Foundation Stage and a secure understanding of how young children learn and progress. Planning covers all areas of learning well and links clearly to the stepping stones. The good key worker system and the knowledge of staff enables them to adapt activities to suit the educational needs of individual children. There is clear differentiation of activities in the planning, in order that it is clear to all staff how activities should be adapted. Current assessment records for children receiving nursery education are completed on a regular basis, they show planning for the next steps in each child's learning. The information from observations is used to assess how children are progressing towards the early learning goals. However, assessments do not represent children's individual approach to learning, in order to assist staff in knowing how best to promote their development and progress.

Staff use appropriate means to sustain children's attention, they sit with children, ask questions and help to expand their play and learning in all areas. Children's awareness of the community and the wider world is increased through activities and the positive attitude of the staff. There are topics to help children learn about nature and living things. For example, they talk about the weather and how they need to wear Wellington boots and coats in rainy weather and sunscreen in hot weather. They take part in different topics such as 'people who help us' and 'all about me'. Children talk about how people from different parts of the world look different, they discuss the different colours of skin, hair and eyes and the different ways that people dress. There is a computer available to help children develop their awareness of information technology and children are able to operate a variety of apparatus with confidence and ease. They play with toy and real telephones, microphones, walkie-talkies and tape recorders. They discuss what the different apparatus are for. Three-year-olds recognise the telephone makes a 'ring ring' sound, they know that the telephone is used to talk, that you need eyes to watch the television and need fingers to use the computer. Children's behaviour is managed well and they enjoy being in the calm and caring surroundings. The rooms and the outside play areas are well-organised and offer interesting and appealing environments, with a good range of developmentally-appropriate resources.

Children are involved and enthusiastic; they enjoy taking part in the available activities. They are secure with the staff and have good self-esteem. They are confident in initiating their own learning and are excited by the interesting activities. Children demonstrate consideration and are polite to each other; they wait patiently in line to go outside for outside play and to visit the toilet. Their self-help skills are promoted well in most activities; they are all encouraged to use the toilet and wash their hands independently. Special helpers are chosen to help serve lunch and all children are encouraged to pour their own drinks, both during meal and snack times, and when they want a drink during the session. As a result, children are supported in

developing independence and are enabled to meet their own dietary needs. Children's verbal communication skills are good. They speak clearly and assertively, talking about their personal experiences. They are able to put their thoughts into words, saying whether their uncle is their mum's or dad's brother. They speak clearly and are confident to explain where vegetables come from, saying sometimes they come from the shop and sometimes from the allotment.

Children can count confidently and demonstrate increasing skill in using numbers to support their play. For example, they count how many stickers they have on and are able to count how many cups they need for lunch time, in order that all of the children can have one.

Three-year-olds are able to count up to 17 and the staff encourage further development by asking children to count backwards, once they have learned the correct sequence. They regularly play mathematical games and are offered mathematical problems to solve. Children independently use mathematical language in their play. For example, they are able to say where items are, using positional language, such as behind, in front of and in between, when looking for the toothpaste and they learn about weight and measure when using the scales to weigh the ingredients to make cakes. Children learn about shapes and size through activities and games, most three-year-olds know all of the standard shapes as well as more unusual shapes, such as semi circles, stars, diamonds, hearts and hexagons.

Staff spend time reading to children and encourage their understanding and imagination by asking them about the story as it is read and encouraging them to predict what will happen next. Staff hold books so children can see the writing and pictures and they talk about who the author and illustrator is. Opportunities to practise writing for different purposes are readily available. Pens, pencils, crayons, paper and keyboards are supplied in different areas of the room, such as the role play area. This encourages children to relate sounds to letters and to develop their writing skills. Children enjoy listening to and joining in with familiar stories. They often self-select and look at books independently. The good range and organisation of books encourages children to access them and to develop their reading skills, and there is a comfortable area available for children to relax, enjoy quiet time and read books.

Children enjoy physical play regularly with the good range of play equipment in the physical play area. There are regular opportunities to use ride-on toys and to play physical games, as well as weekly exercise classes, which develop their knowledge of the effect of exercise and a healthy life on their bodies. Fine manipulative skills are developing and children demonstrate good control as they cut out strips of paper and glue them to the monster masks, in preparation for Halloween. Children respond well to a wide range of creative activities. They enjoy making collages for the bonfire night display and are eager to make pumpkins for Halloween. Children learn and join in with songs and nursery rhymes very well. Three-year-olds enjoy singing 'Bob the builder' and 'Twinkle, twinkle', as they dance to the songs and do the actions to each of them. They have regular opportunities to play with musical instruments and explore musical sounds and rhythm.

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

The provision is good.

Staff have a very good understanding of equal opportunities issues and use it successfully to help children learn about the world around them. There are a good range of play materials and activities to help children develop positive attitudes towards their own and other cultures and beliefs, and to disability and gender. Different festivals are celebrated, such as Diwali, Chinese New Year and Halloween. Staff have a secure understanding of learning difficulties and disabilities, and the nursery's policies and procedures promote inclusion for all children. The

setting works in partnership with parents to ensure appropriate support is provided to all of the children attending. There is an identified member of staff, who has attended training and who is able to provide support for children with additional needs. The nursery also links with outside agencies to assist children in their progress. Staff have high expectations of children's behaviour and there is a very strong emphasis on focusing on good behaviour. Children's self-confidence and sense of worth is developed well by staff with use of encouragement and praise during their play. The reward system in place encourages children to think about the way that they behave and to be proud of their own achievements. Children take turns and share well; they are eager to help each other when playing matching games and are eager to put all of the toys away when it is tidy up time. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents are positive and friendly, children's individual needs are documented and staff are available to discuss any questions or concerns at the end of each session. The individual routines of babies and young children, such as sleeping and feeding, are discussed and recorded to ensure that continuity of care is promoted. Parent information boards are displayed so that parents can see what activities their children are doing and how they are progressing. The comprehensive policies and procedures are available to parents at the setting. This means that parents are well informed about the care their child receives. Parents are asked their views on the nursery through regular questionnaires and parents evenings, in regard to the care and education their child receives. When any issues are raised they are addressed and feedback is given. The partnership with parents and carers of children who receive nursery education is good. Initial information is provided to parents when children begin to receive nursery education. Staff are available to provide additional information on the Foundation Stage to parents and details of planning and individual topics are displayed for parents to read. There is an 'open-door' policy in place in the nursery, which enables parents and carers to come in at any time to chat to staff about their children. Cards and letters of support and gratitude from parents indicate that they are happy with the care their children receive.

## **Organisation**

The organisation is good.

Children are comfortable and feel secure in the well-ordered surroundings. Indoor and outdoor space is organised well to provide an extensive range of play opportunities for children. This enables them to initiate and extend their own play and learning. Children are cared for by an appropriately qualified, dedicated team of staff. There are comprehensive and effective procedures in place for the recruitment and selection of staff and this helps to make sure that those looking after children are suitable to do so. An effective key worker system is in place that ensures a named person is allocated to each child to take responsibility for their day to day care and development. The key worker is the main point of contact for parents and carers, and shares necessary information with them. Staff successfully use the policies and procedures to support the well-being, care and learning of children. All documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed.

The leadership and management of the setting is good. There are clear and effective induction procedures in place to ensure that children are cared for by appropriately qualified and experienced staff. However, not all staff have undertaken up to date appropriate training for their positions. As a result, awareness of changes in the field of child development and education is potentially limited for some staff. Effective guidance is given by the management to ensure that staff are clear in their roles and the appraisal system monitors staff performance and ensures continuing suitability of staff. The manager and staff have a good knowledge of the

Foundation Stage and the supervisor of the pre-school room oversees all of the planning for the National Curriculum to help children develop in all areas. Overall, the provision 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 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):

- ensure that there is a procedure in place in case there is an allegation of abuse against a member of staff
- develop staff practice by accessing relevant training

#### **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 assessments made of children in order that their individual styles of learning are identified.

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)