

# Severn Lodge Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	302062
<b>Inspection date</b>	29 April 2008
<b>Inspector</b>	Ingrid Szczerban

<b>Setting Address</b>	Severn Lodge Nursery and Pre-School, Severn Lodge, Severn Road, Bradford, West Yorkshire, BD2 4LS
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<b>Registered person</b>	Severn Lodge Ltd
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Severn Lodge Limited private day nursery and pre-school is privately owned and was registered under the current owners in 1999. It operates from a converted Victorian detached property set in its own grounds in the Bolton area of Bradford. The nursery serves families from the surrounding areas, which reflect a range of social, economic and cultural backgrounds. There are four main playrooms and secure outdoor play is available.

A maximum of 67 children may attend at any one time. There are currently 95 children on roll. This includes 32 funded three- and four-year-olds. Children attend for a variety of sessions throughout the week. The nursery currently supports children who use English as an additional language.

The setting opens five days a week throughout the year from 07.30 until 17.45. There are 17 members of staff; all hold appropriate early years qualifications and two are currently working towards the Early Years Professional qualification. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a clean and adequately maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are addressed. The staff provide sufficient support and guidance to ensure that children develop a relatively good understanding of hygiene. Children are encouraged to clean their hands with wipes and wash their hands after toileting and before eating. They are well protected from cross-infection through the use of good hygiene practices, a sickness policy, use of individual paper towels, fresh bed linen and the regular washing of toys and equipment. Children rest and sleep according to their individual needs so that they remain healthy.

Satisfactory arrangements are in place for administering first aid and there is a fully stocked first aid kit available. The majority of staff hold a current first aid certificate. Written policies are in place regarding sickness, accidents and the administration of medication. These are implemented and shared with all parents. However, the medication records are not dated.

A balanced diet is provided for children to promote their health and development. They are offered meals, drinks and snacks regularly throughout the day. Older children enjoy helping themselves to water from a jug that is accessible to them. Meals are freshly prepared in the nursery by the cook with mainly fresh ingredients. Menus are displayed for parents' information. Individual dietary needs are fully considered to promote children's well-being.

The children have appropriate daily opportunities for fresh air and exercise. They play outdoors in the adjoining garden with a reasonable range of equipment, such as scooters, tricycles and climbing frames.

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

The provision is satisfactory.

Children move around safely and freely in the well organised setting where, on the whole, risks are identified and minimised by staff through good practices. However, a couple of electric sockets are accessible to children. Access to the provision is monitored well, as through the use of closed circuit television staff can identify visitors and allow them access. The good procedures in place prevent children from leaving the setting with unknown adults. Staff comply with health and safety requirements to keep children safe. Children are also learning well about their own personal safety, when they are reminded how to carry knives and forks correctly.

Children use a satisfactory range of quality, developmentally appropriate resources which foster all areas of their development. Resources are age-related within the playrooms; these are well organised into specific areas of learning. Most resources are within children's reach, which promotes choice and independence.

Children are protected and their well-being is enhanced because staff have a sound understanding of child protection issues, having attended training in child protection. There is a written child protection policy which is understood by the staff, for example, the duty to notify the relevant child protection agencies, and the policy is shared with parents. However, the policy does not include a procedure to follow in the event of an allegation being made about a member of staff.

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

The provision is satisfactory.

Babies and toddlers are happy and settled. They are interested in the activities offered and have their care needs met. Many playful interactions between children and adults take place. While having their nappies changed, children listen and giggle, quacking like a duck to the song 'Old McDonald had a farm'. This develops their language skills and builds trusting relationships. Regular routines provide emotional security for children and their individual needs for feeding and resting are respected. They are developing appropriate physical skills, such as walking. With the help from staff to hold their hands they delight in taking steps across the room and receive enthusiastic praise for their efforts.

Younger children enjoy singing time, they sit together and perform the appropriate actions with enthusiasm. This advances their progress in socialisation and communication. All children have daily access to outdoor play. Thus they learn how their bodies move and how to control movements and build their stamina.

### **Nursery education**

The quality of teaching and learning is satisfactory. The staff have an appropriate understanding of the Foundation Stage and planning covers all areas of learning. Activities are a reasonable balance of adult-led and child-initiated play, which enables the staff to respond to children's individual interests. The staff ask children open-ended questions to encourage them to think and express their own thoughts. Records of children's development are kept. These include observations and assessments of children's achievements, but the next steps for individual children's learning are not always clearly identified.

Overall the children are making sound progress in most areas of learning. They are happy to attend the setting, enter the playroom confidently and seek out friends they like to be with. They operate relatively independently within the nursery, seeing to their own personal hygiene and helping staff to tidy activities away and set out new ones. They are involved in tasks such as setting tables for lunch which helps them to gain self-esteem and confidence. Older children show an awareness of the behavioural expectations of the setting. For example, they sit patiently at the table waiting for lunch. Children are confident speakers; older children use complex sentences. They talk activities through, reflecting on what they are going to do, and talk of events at home.

Some children are beginning to recognise familiar letters and can attempt to write their own names. They see letters and words displayed around the play areas and can identify those more familiar to them. The children enjoy books, they are able to listen carefully and respond enthusiastically to stories and songs.

The children are beginning to develop an interest in number as they can count and join in with number songs and rhymes. Everyday routines include opportunities for counting and calculation, for instance, 'how many friends are sitting at your table, therefore how many forks do you need?' They measure the length of the onion leaves growing outside. Children enjoy looking at the world around them. They occasionally visit the library, the park and a farm. They are currently doing a topic about the types of food they like and what they eat at home, and are learning about which countries different foods come from. To reinforce this message they are growing their own onions in the garden. They learn about information technology and can use simple equipment on the computer.

Children enjoy exploring a range of creative materials, such as paint, crayons, water and sand. They confidently take part in imaginative play and re-enact situations they have previously been involved in, such as dressing a baby. Children move freely with pleasure and confidence both indoors and outdoors. They are developing good fine coordination skills, and can use the mouse on the computer and knives and forks with control. However, the more able children are restricted in the progression of their large physical skills through the lack of provision of more challenging apparatus.

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

The provision is satisfactory.

An inclusive service is provided treating children with equal concern and valuing their diversity. Children's individual needs are met well through an effective key worker system, ongoing discussions with parents and clear documentation. Staff know the children well. Good support is given to children who have English as an additional language. Regular use of and access to a wide range of play provision, different foods and themed topics increases their awareness of diversity and celebrations.

The staff manage the children's behaviour very well and encourage the children to share and take turns. The children understand their boundaries and cooperate and help with clearing away their toys. Children take pride in acting as monitors which boosts their self-esteem. They learn to consider the needs of others and have been involved in fundraising to help children in The Gambia. The nursery recently had a visit from Gambian representatives of the school they are sponsoring. Children are well behaved and have good manners, they politely say 'excuse me please' when they want someone to move out of their way. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. The nursery's policies and procedures are shared with parents and their written permission is sought for outings and the administration of medication. Information regarding the children's care is shared daily both verbally and in writing, and regular newsletters and notices provide up-to-date information. Annual parents' meetings are held.

Parents of children receiving nursery education are informed about the Foundation Stage, and development files are always accessible to them. There are suitable opportunities for parents to be involved in their children's learning. A monthly sheet is produced to highlight what children are learning and to suggest activities which parents may wish to use to extend their child's learning at home. Staff meet with the parents of funded children at the end of term to discuss their child's development.

### **Organisation**

The organisation is satisfactory.

The well organised and welcoming environment allows children to exercise choice and promotes their increasing independence and confidence. The required documentation is in place, with the exception of an omission in the child protection procedure, and policies and procedures are adhered to in practice. Recruitment and vetting procedures ensure children are sufficiently well protected and cared for by staff with sound knowledge and understanding of child development. Induction procedures are in place to ensure that new staff have a satisfactory awareness of expected practice. Staff enhance their skills by attending regular training courses. They work well together as a team and each has a clear understanding of their roles and

responsibilities. The managers give support to the staff through constant guidance, staff meetings and appraisals.

The leadership and management are satisfactory. The planning of activities and the monitoring of the children's progress is overseen by the nursery manager in conjunction with all the staff. Strengths and weaknesses of the provision are informally identified through observation, discussions with key workers and advice from the early years support teacher. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection, the quality of the care provided was judged as inadequate. An action was raised regarding informing Ofsted about changes to the person in charge. The action has been met. The provider informed Ofsted that she is the person in charge in the manager's absence and that the manager has now returned from maternity leave.

At the last inspection, recommendations were made regarding the use of calculation in everyday activities, increasing opportunities for mark making outdoors and in role play, and the availability of children's profiles for parents. The setting has improved all the recommendations to an acceptable standard to benefit outcomes for 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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### **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 the child protection policy includes a procedure to follow in the event of an allegation being made regarding a member of staff
- ensure that all electric sockets are inaccessible to children
- ensure that medication records are dated.

## **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 more able children to develop their balancing and climbing skills
- use observations and assessments of children's achievements to identify clearly the next steps for individual 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)