

# Sutherland Day Nursery

Inspection report for early years provision

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**Unique reference number** EY363374  
**Inspection date** 09/02/2009  
**Inspector** Amanda Jane Tyson

**Setting address** 384 Ewell Road, Surbiton, Surrey, KT6 7BB

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## Description of the setting

Sutherland Day Nursery opened in January 2008 and operates from a ground floor purpose built building in Tolworth Broadway, which leads straight into Surbiton and Kingston town centres. Opening hours are from 07.30 to 18.30, Monday to Friday all year round, with the exception of bank holidays. Children aged under two years are based within one of three rooms. Children aged two to three are based in a room which has a partitioning door leading to the preschool, children aged from three to rising five. The base rooms for children under two have integral sleep, nappy changing and kitchenette facilities. Children aged over two have access to an integral bathroom. There is a secure garden for outdoor play which toddlers and preschool have direct access to.

The nursery is registered on the Early Years Register. A maximum of 72 children may attend at any one time. There are currently 63 children on roll, of whom five speak English as an additional language and many are bilingual. The nursery supports children with physical and/or learning disabilities. A total of 15 staff are employed. Two unqualified staff have recently commenced NVQ Level 2 training. One member of staff has Early Years Professional Status (a post graduate qualification in early years), one has a Level 4, three have Level 3 and the remaining are qualified to Level two and working towards Level 3. The registered person has Qualified Teacher Status.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The capacity for improvement, through the use of self-evaluation and strong and proactive leadership, is outstanding. The impact of this is best demonstrated by the methods used, which includes partnership with parents, to support and promote the inclusion of children who speak English as an additional language and those with additional learning needs. Children are cared for and safeguarded by a professional staff team who know the children individually very well, and who, in the main are secure in their knowledge and understanding of the setting's policies and procedures. Children are making good progress towards the early learning goals, given their age, ability and starting points.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- supplement role play resources to promote cultural and ethnic diversity, and to enable all children the opportunity to act out their real experiences
- develop staff's knowledge and understanding of child protection procedures; ensure consistency amongst staff in relation to record keeping.
- further develop systems for monitoring children's progress and development.

## **The leadership and management of the early years provision**

This newly registered setting is rapidly developing into an excellent provision for children. Leadership is strong, committed, astute and proactive. The development of the outdoor play area epitomises the effectiveness of the setting's ability to critically self-evaluate and drive improvement. A woodland mural, growing area, brushwood screening, a sunken sandpit, role play and a good variety of moveable play resources provides a hive of activity for children to enjoy. Improvement is ongoing; a high quality awning is planned to enable all-weather use.

Staff are working exceptionally hard to establish inclusive and valuable partnerships with parents, carers and other agencies. For example: home visits are planned to support the settling-in procedure for new children; a parent forum has been set up and questionnaires are regularly used to encourage parental involvement; and concerns are shared and well addressed by management. Parents highlight the key-person system, daily written communication and the maturity and experience of staff as key strengths. Partnership with parents of children with specific welfare and/or learning needs is particularly effective. Communication levels are high and children's progress and assessment records are kept up to date and shared with parents; they are fully involved in planning for children's next steps for learning. However, although identified within the setting's action plan for improvement, the progress and development records for all other children, at this stage, are inconsistently maintained between staff.

Robust procedures for the recruitment and retention of staff, and for supporting and promoting professional development ensures that children are cared for in a safe and stimulating care and learning environment. Premises security is prioritised, for instance CCTV and a key-fob entry system is in place. The key-person system and delegation of roles and responsibilities to staff with specialist qualifications and skills, such as for babies and toddlers, inclusion, behaviour management and special educational needs is becoming highly effective. All policies and procedures required for the safe and efficient management of the setting are in place and regularly reviewed. However, the procedure for monitoring children's welfare through record keeping is not consistently understood or applied by staff, but further child protection training for all staff is planned.

## **The quality and standards of the early years provision**

The individually tailored settling-in procedure for new children takes good account of parent-child separation issues. Babies are easily comforted by their key-worker when tired, and children who speak English as an additional language are very reassured by staff who learn to say key words in their mother-tongue. Squabbles are few because there is plenty to do. Moral messages, such as sharing, are delivered through books and pictorial reminders. Behavioural difficulties are quickly identified and supported by skilled teaching, and sensitive and supportive partnership with parents. Children enjoy a well-balanced diet, which on most days includes fresh vegetables and always an abundance of fruit. All children keep well hydrated throughout the day. Preschool children serve themselves skilfully during

lunchtime and older babies enjoy a relaxed lunch with staff who sit to the table. However, mealtimes for younger babies and preschool children are a little more hectic and not so well planned for.

Babies are drawn towards the vibrant colours of different textured material, such as silk and fur, or to balloons which encourage mobility as they try to reach them. Novel and very effective alternatives to 'getting messy with hands' ensures the inclusion of all children as they experiment with a mixture of food and shaving foam on a table covered with cellophane. Older babies make connections with the real world as they use their senses to explore items made from rubber, wood, metal, nature and fabrics. They learn about themselves and each other as they look in the mirror and touch each other's faces and hair. Music is a daily feature which they enjoy immensely. After a busy morning of play they are able to rest comfortably and safely in lovely, cosy cot areas within the playroom.

Children aged over two years benefit greatly from the enabling environment; resources are all accessible for children to help themselves and areas, such as the book corner and creative workshop are very well resourced; the outcomes for children are superb. For example, superhero play brings boys in touch with literacy as they have fun with 'nonsense' rhyme. Lego is transformed into guns which they measure to ensure each has the same size. Defunct phones and nursery bikes become futuristic gadgets and vehicles which 'take them to far away places'. Girls are keen to design and build rail and road tracks because resources, such as 'little puppy dogs', provide dimensions to play that most interest them. Tables with clothes become hide-outs and with constant access to the outdoors children are getting plenty of exercise.

Staff know the children well and adapt or extend activities to ensure sufficient challenge for all children, for instance creating play opportunities to help and support a child's understanding of more and less, after noticing difficulties with the concept. Children who speak English as an additional language are exceptionally well supported by the multi-lingual staff team to enable their inclusion in activities, such as circle and storytime. They are helped to understand safety messages through visual images and by staff who ask parents to provide key words, such as 'stop', 'look', 'listen' and 'wait' which they take the time to learn. Older preschool children name most, if not all the alphabet phonetically which means they are ready to read. The exceptionally cosy book corner is a magnet for children who enjoy telling themselves a story through interpreting the pictures as much as listening to one. Topological activities, such as lion dancing and dragon making to celebrate Chinese New Year, introduce children to the cultures and beliefs of others. However, there are too few multicultural or real resources to influence role play; most noticeably to enable children from other cultures to act out their home experiences.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.