

Serpentine Nursery School Ltd

Inspection report for early years provision

Unique reference number EY347474
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Inspector Jennifer Getty

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Serpentine Nursery School Limited re-registered in 2008. It originally opened in 1982. It operates from two floors in a converted house situated in the centre of Buxton, Derbyshire. The rooms on the ground floor for older children are accessible to all, although the rooms for the younger children are accessible via a staircase. There is a secure enclosed outdoor play area. The day nursery serves the local area and surrounding villages.

The setting opens five days a week all year round except for Bank Holidays and the week between Christmas and New Year. Sessions are from 08:00 until 18:00. A maximum of 57 children may attend the nursery at any one time. There are currently 128 children from four months to 11 years old on roll, 106 of whom are in the Early Years Foundation Stage. This includes children who receive funding for nursery education. The setting also provides out of school care. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting currently supports children with learning difficulties and/or disabilities. The setting employs 20 members of staff who work with the children. Almost all staff hold appropriate childcare qualifications. One member of staff is currently working towards a recognised early years qualification and four members of staff are working towards a further childcare qualification. The nursery employs a member of staff who has Early Years Professional Status. The setting receives support from the Derbyshire local authority and is a member of the Private Day Nursery Association.

Overall effectiveness of the early years provision

Children receive an excellent level of care and are fully supported throughout the day by all members of staff, ensuring they make rapid progress in their learning and development. The setting effectively evaluates the provision and demonstrates a high level of commitment to training and continuous improvement. They work well with parents and other settings to promote continuity of care and ensure that all children are included in the setting. Children's welfare needs are well met and they enjoy a wide range of stimulating activities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend further the monitoring systems of the provision for babies to explore a variety of media and materials.

The leadership and management of the early years provision

The management of the nursery is effective in ensuring that all policies and procedures are up-to-date and implemented by all members of staff. Staff are well qualified and knowledgeable about childcare which has a positive impact on children of all ages as their welfare and learning needs are consistently met. Staff attend regular training and appraisal systems ensure that their continual professional development is supported. The nursery employs a member of staff whose key role is to oversee the implementation of the Early Years Foundation Stage, liaising with all staff and monitoring planning to ensure that high standards are maintained. Staff are therefore able to spend their time purposefully with children, supporting and observing them in play. Close links with parents promote children's welfare as important information is shared daily through diaries and discussion. They receive newsletters which give clear information about the term's activities with suggestions of how parents can be involved in these and continue children's learning at home. Children's progress files are easily accessible and parents are able to contribute to these either at one of the many parents' meetings or at home. The nursery works closely with other agencies to fully support children with learning difficulties and/or disabilities so that their needs are met. Staff are knowledgeable and attend appropriate training.

Children are fully safeguarded because security and supervision are of utmost importance, ensuring children are kept safe at all times. Staff have a secure knowledge of child protection procedures and are able to put these into practice when necessary. Risk assessments are robust and include all outings children attend. Safety gates are used effectively, fire detection equipment is checked and young children wear helmets when using the outdoor area with a hard surface.

The quality and standards of the early years provision

Children are involved in exceptional activities which fully support their learning needs. As a consequence, they thoroughly enjoy their time in the nursery, excitedly moving between activities and happily chatting to others. The environment is well organised so that resources are easily accessible and children are able to make choices about their play. They develop high levels of confidence, self-esteem and independence. Older children put on their wellington boots and waterproof suits as they prepare to play in the snow. They learn how to keep themselves safe through topics, activities and visits from local community officers and the fire brigade. Young children develop an awareness of safety as they learn to climb down the stairs safely under the direct supervision of staff. The children have a keen awareness of keeping healthy as they understand the robust hygiene routines, saying they need to wash their hands as they come inside and explaining that they need to 'wash away the dirty germs'. They enjoy topics about being healthy and make choices about their meals. The nursery offers a range of healthy meals and children delight in explaining that they have finished all of their meal and that fish is their favourite.

Staff's knowledge of the Early Years Foundation Stage and the children means that

planning is extremely effective in meeting children's individual needs. Activities are stimulating and provide ample opportunity for children to develop their interests. Observations are undertaken frequently and used to accurately identify children's next steps in learning. These are subsequently used to inform planning and provide appropriate activities. The high quality of the staff interaction with children is consistent throughout the nursery. Open-ended questions are used to encourage children to explore and express their own ideas, promoting the development of their critical thinking. For example, after a request to build a city with the construction blocks by a three-year-old, children are asked how they would do this. Children immediately work together, giving each other construction hats and lifting blocks to make a large tower. Babies make excellent progress in their development as they smile at staff as they crawl across the floor or watch cubes fall down the holes in a game. They enjoy cuddles and look with interest at books. Young children have opportunities to explore a variety of media and materials, such as pasta and water, as well as, climbing and jumping on the soft play equipment. Babies also enjoy activities with different media, such as spaghetti and play dough, although, how often and which babies access these is not consistently monitored. The sensory room is available for younger children each day and used to give children space to explore different light and materials. Children develop their creative interests and their understanding of how things happen is encouraged through pretend baking and mixing 'cement' outside with sand and water. Children are confident using number and are keen to write their own names on their work. Older children are inspired by the activities offered and talk to each other about their paintings and how the magnets work. Young children love singing, picking items from a mat to show which song they would like. They develop a growing awareness of others and the wider society through activities and resources, demonstrating a respect for their peers as they take turns and share. Children are polite and behave well. The calm environment provides a wide range of exciting opportunities for children to explore, including the outdoor area which supports children in all areas of learning. They help each other clamber up the net on the climbing frame and build long balancing beams with wooden crates. Children of all ages are highly motivated by their surroundings and the welcoming staff.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.