

Summerfield Day Nursery

Inspection report for early years provision

Unique reference number	EY351972
Inspection date	16/12/2008
Inspector	Margaret Baines
Setting address	74-76 St. Annes Road East, Lytham St. Annes, Lancashire, FY8 1UX
Telephone number	01253 722 159
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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

Summerfield Day Nursery originally opened in 1975 but was registered to the present owners in 2007. It operates from a three storey detached Edwardian building situated on a main road leading into St Anne's Square, in Lytham St Anne's. A maximum of 76 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 08.00 to 17.30. An after school club is provided from 15.20 to 17.30. All children share access to a secure enclosed outdoor play area. There are currently 137 children from birth to under eight years on roll. Of these, 41 children receive funding for nursery education. The nursery supports children with a learning difficulty and English as a second language. The nursery employs 21 staff, who are qualified or working towards an appropriate child care qualification. In addition, there is support from the managers who are supernumerary. The nursery holds the National Day Nursery quality assurance award and the Investors In People award.

Overall effectiveness of the early years provision

The managers and staff value the uniqueness of each child. They ensure that children's individual needs are met very well. Practitioners work collaboratively to provide an inclusive and stimulating environment where children learn and develop through play. The environment is visually stimulating, warm and welcoming, therefore supports children as they make good progress in their learning and development. Children's welfare is given high priority in the setting. Self-evaluation is developing, although the self-evaluation form has not at present been completed.

What steps need to be taken to improve provision further?

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

- continue to develop systems for self-evaluation
- continue to develop the outdoor area to reflect the six areas of learning.

The leadership and management of the early years provision

The management team support staff effectively to ensure that they deliver a good standard of care and education. The managers are highly effective because they are confident with regard to their responsibilities within the setting. There is a rigorous recruitment system in place, which includes an induction procedure for new members of staff. The staff team are committed to further professional development, for example, two members of staff are currently working towards the foundation degree. Staff appraisals are effective as they identify training needs and areas of preferred development. Information from training and staff meetings are used to share new information and skills to further enhance staff's knowledge

and understanding. However, at present the self-evaluation form has not been completed.

Staff meetings and questionnaires completed by parents contribute to the assessment process. Consequently, areas for development within the nursery are identified and an action plan formulated to facilitate change. The commitment of the team to improvement has led to the development of an environment in which the uniqueness of individual children is valued and supported by motivated and enthusiastic staff.

The setting values the contributions of parents and other professionals working with the children and incorporates strategies where necessary, for example, assistance from the area SENCO.

As a consequence, children's needs are well understood and can be addressed appropriately.

Parents receive regular information about the educational programme and their child's achievements. Parents are invited to access their children's individual learning record and they are encouraged to share aspects of their children's learning at home.

Children are safeguarded effectively because staff are vigilant about physical safety both on and off the premises. Risk assessments are in place for the premises and for outings ensuring children's safety when in the care of the nursery. Children are learning how to keep themselves safe because staff remind them, for example, to pick up toys, to walk and not to run indoors. Policy documents are in place with updates required in places.

The quality and standards of the early years provision

Children's welfare and learning and development are met well in this nursery because staff have a good understanding of the Early Years Foundation Stage (EYFS) which is reflected in their practice. Children are provided with a very good range of interesting and stimulating activities to help them make progress across all areas of learning. Children enjoy a good variety of resources, which are stored at a low level to enable them to initiate their own ideas and make independent choices. For example, children choose construction activities, creative activities and the very well resourced book areas. Pre-school children enjoy learning with information technology which is available to them at all times.

The manager and her staff dedicate their time to working effectively with the children in a most positive way. The key worker system is in place supporting individual children appropriately. Consequently, children develop warm and positive relationships with staff. Staff get to know the children very well and recognise the uniqueness of each child. Staff gather information from parents about the child's likes and dislikes and any dietary or medical requirements to ensure that the setting is equipped to meet the children's individual needs effectively.

Observations of children at play are regularly carried out to monitor the achievements of each child. From the observations, the next steps in the children's

learning journey are planned accordingly. Senior staff regularly check and monitor the learning logs to ensure children have access to all six areas of learning. Children enjoy play in the outdoors and when the weather does not permit outdoor play, they can enjoy some physical play in the indoor activity room. The outdoor area at present lacks challenge and direct reference to the six areas of learning. Children engage in meaningful activities during their time in the nursery, for example, they enjoy such activities as painting, drawing, model making, and role play. Children are curious, confident, and eager to learn as they use the construction toys to design and build. They enjoy a variety of sensory experiences, because they have access to a wealth of natural resources which promote self-discovery for the very young children. Staff skilfully extend children's problem solving and reasoning through everyday activities and a selection of adult led activities. For example, children count the number of chairs around the table. Children are beginning to learn that print carries meaning and are developing a keen interest in books as they handle them carefully and enjoy listening to stories. They have opportunities to learn about the wider world, explore, and investigate their natural environment. They enjoy walks to the park where they may collect items, for example, autumn leaves to use in their art work. They access toys which promote the use of everyday technology, for example, programmable toys and a computer. Children also enjoy music and movement; they have access to musical instruments and enjoy creating music.

Children learn about healthy eating as they enjoy a range of healthy meals which include fresh fruit and vegetables. Children enjoy activities, such as baking and food tasting where they learn about being healthy. They learn good hygiene practices as they wash their hands at appropriate times of the day. Children learn about keeping themselves safe; for example, they know they must not climb on furniture or run indoors in case they fall or trip. They learn from an early age to value diversity in others and grow up making a positive contribution to society and being kind to one another. The setting effectively supports children to develop skills in numeracy, literacy, and information technology, which contributes positively to their future economic well-being.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Annex B: the Childcare Register

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