

South View Day Nursery Ltd

Inspection report for early years provision

Unique reference number	EY216906
Inspection date	21/01/2009
Inspector	Zoe Smith
Setting address	Southview Day Nursery, 26 Derby Street, Glossop, Derbyshire, SK13 8LP
Telephone number	01457 850999
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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.

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

Southview Day Nursery has been registered since 2002. It operates from a large two storey detached building in the Glossop district of Derbyshire and is open from 07.30 to 18.00, Monday to Friday throughout the year. The setting is organised into two units, the nursery which provides care for children in the early years age range and Castaways which provides care for school age children. The setting is on the Early Years, the Childcare Register and the voluntary part of the Childcare Register and is registered for a maximum of 140 children. Currently there are 162 children on roll, who are aged between three months and 14 years and attend on a combination of full and part-time places. Children can be taken to and collected from local schools. An appropriately qualified manager is employed to manage the day to day running and organisation of the setting. The manager is assisted by a team of 18 staff of whom 12 hold recognised childcare qualifications. The setting receives support from an Early Years Improvement Officer who is employed by the Local Authority.

Overall effectiveness of the early years provision

Good practice informed by effective policies and procedures is ensuring that most aspects of the children's welfare and learning are effectively promoted. Staff have a sound knowledge of the Early Years Foundation Stage (EYFS) and plan a variety of activities to stimulate the children's development. Children are making steady progress given their age, ability and starting points. The spacious play rooms, regular opportunities for outdoor and energetic play activities are a key strength and ensure children's physical development is promoted well. Positive partnerships with parents and specialist agencies are ensuring that individual children receive the additional support they need. Good systems are in place to evaluate the service provided and to identify areas for improvement, this ensures the needs of the current users are met.

What steps need to be taken to improve provision further?

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

- improve the downstairs toilet facilities to ensure children learn the importance of maintaining their own and respecting the privacy of others
- review the risk assessment and take steps to minimise potential hazards caused by freestanding radiators
- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- develop links with other EYFS settings children attend and use information gathered to ensure there is coherence of learning and development between the settings.

The leadership and management of the early years provision

Staff appraisals and team meetings are used effectively to continually review, evaluate and develop practice. Parent's views are actively sought to ensure the service is responsive to their views and needs. For example, in response to parent requests the nursery has been redecorated and fresh fish dishes have been increased on the menu. Robust recruitment, selection and induction procedures ensure the suitability of staff to work with children. Emphasis is given to staff training and development, with many staff holding recognised childcare qualifications or working towards achieving one or a higher level qualification. Regular attendance on short courses enables staff to continually enhance their skills in specific subjects, such as Behaviour management and Equal opportunities and policy making.

The setting has an extremely positive partnership with parents. A parents and nursery nurse association has been developed to provide opportunities for staff to keep parents informed about the nursery curriculum and for parents to become more involved at the setting. Daily discussions, children's development records, notices and newsletters keep parents well informed about their child, issues, the nursery day and events. Partnerships with specialist agencies are strong and ensure that all children are welcomed and proactive steps are taken to meet their additional needs. However, links with other EYFS settings children attend are less well developed and children are not benefiting from coherence in their learning and development between settings.

The welfare and protection of children is important at the setting. Staff have a good understanding of and are well trained in safeguarding procedures. They know it is their responsibility to take immediate action should they have concerns about a child or the behaviour of another member of staff. Risk assessments have been conducted on the premises and for all the outings children are taken on and routine daily safety checks of the premises are conducted. Mostly effective precautions have been put in place to minimise identified hazards and reduce the potential for accidents. However, the risks associated with the use of portable freestanding radiators have not been fully assessed.

The quality and standards of the early years provision

Staff use guidance on the EYFS to plan a varied and enjoyable programme of play opportunities and activities which appropriately cover the six learning areas. These are designed to help the children make progress in all areas of their learning and development. Observations of children are used to identify children's current interests and possible activities to promote the next steps in their learning. However, these are not used consistently throughout the nursery to assess individual children's learning and to inform planning. This leads to staff having to improvise to make the continuous play and planned activities suitable for the individual learning needs of children.

Children are starting to develop self-help and independence skills. Babies eagerly

take their own shoes off so they are ready to play in the ball pool. Children manage their own personal care, put on their own outdoor clothing and enjoy helping to clear away after lunch. They are able to maintain their attention and concentrate intently during group story sessions and activities. Children have an understanding that print carries meaning and enjoy making recognisable marks using pencils, paper and clipboards during their role play. Children have access to a good range of resources and activities that are helping them learn about equality and diversity. They participate in activities to find out about their own and the religious and cultural beliefs of others. For example, to recognise the inauguration of the new American president they made flags.

Children show an awareness and interest in problem solving and reasoning activities. Younger children count out how many pencils there are to make sure there are enough pencils for everyone. Children use a range of construction toys and happily build detailed models of castles using different shaped bricks. Children express themselves creatively using a variety of media, such as musical instruments, imaginative, creative and messy resources. Babies eagerly play the instruments and make lots of noise whilst staff sing them songs. Children use boxes, paint, glue and sticky tape to design and make models of birds. They enjoy exploring the contents of the treasure box and talking about the properties of the different objects.

Children's understanding of good health and safety is mostly well promoted. They eat a balanced diet that includes plenty of fruit and vegetables and enjoy making pictures of their favourite healthy foods. Children have very good opportunities to develop their physical skills. They look forward to daily opportunities to play outside and use the extremely well equipped indoor soft play environment and ball pool. Babies who are not mobile enjoy being taken on walks round the neighbourhood to enjoy the fresh air and outdoor environment. Children enjoy practising road safety using toy traffic lights and a crossing patrol lollipop. However, the children's toilets on the ground floor do not have doors on and therefore children are not learning the importance of preserving their own and respecting the privacy of others.

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?	3
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?	3
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?	3
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?	3

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 are no complaints to report.

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.