

# Serendipity Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY266819
<b>Inspection date</b>	26/01/2009
<b>Inspector</b>	Heather Morgan
<b>Setting address</b>	Oakymead Park, Newton Road, Kingsteignton, Newton Abbot, Devon, TQ12 3AN
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<b>Email</b>	
<b>Type of setting</b>	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).

## **Description of the setting**

Serendipity Day Nursery first registered in 2003 and is situated in Kingsteignton, near Newton Abbot, in Devon. The nursery is registered on the Early Years Register. There is level access to the building, which has accessible toilet facilities. The day nursery is purpose-built and has the use of three play areas. There is also a kitchen and toilet area off the main playroom, and a room for children to sleep. There is a large, enclosed outdoor area to the front of the building and a covered outdoor play area at the rear of the premises. The nursery office is situated in the owner's own home adjacent to the nursery.

A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. There are currently 41 children on roll, all of whom are in the early years age group.

The nursery is privately owned. The owner manages the nursery and employs an additional seven members of staff. All members of staff either hold, or are working towards an appropriate early years qualification. There are two members of staff currently working towards a higher qualification, one at degree level.

## **Overall effectiveness of the early years provision**

Children generally settle quickly when they arrive at the nursery and enjoy good relationships with all members of staff. They access a range of interesting activities which they enjoy and overall, these activities support their progress and development. Particular attention is paid to supporting children who have identified learning difficulties. The staff team have a commitment to improving their practice and have begun to implement new planning and assessment procedures identified through discussion with the local advisory service.

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

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

- further develop the planning of activities, using information from the assessment of children's achievements to ensure that each child's progress is supported by building on what they already know and can do
- further develop the framework for partnership working by improving procedures for exchanging information regarding children's progress and development with parents and other practitioners

To fully meet the specific requirements of the EYFS, the registered person must:

- include in the safeguarding children policy the procedures to be followed in the event of an allegation being made against a member of staff or volunteer  
(Safeguarding and promoting children's welfare)

09/02/2009

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

Overall, the nursery is generally well organised and the staff team work well together to provide a bright, welcoming learning environment for children. All regulatory documentation is in place, although several policies and procedures require reviewing and updating to reflect regulatory requirements and to underpin good practice. In particular, the policy regarding safeguarding children requires additional information. Nevertheless, staff are familiar with child protection issues and give appropriate priority to promoting children's welfare.

Staff have good opportunities to access regular training to update their knowledge, and also to work towards formal qualifications. The owner works alongside staff and regularly appraises their performance. Some areas for improvement have been identified through self-evaluation. For example, improvements have been made to the outdoor play areas to enable children to choose independently between indoor and outdoor play. The staff team also respond to advice from other professionals and have begun to implement changes to their planning and assessment procedures to reflect recent changes to the early years curriculum.

Parents feel welcome within the nursery and value the service provided for their children. They exchange information with staff each day to support the personal care of their children. For example, they alert staff to the fact that their children might be particularly tired or hungry when they arrive at nursery. Staff share information about the children's daily routines and activities they have enjoyed through informal discussion and by completing daily diaries. Newsletters and Parents' Evenings help to keep parents up-to-date with new information. For example, they recently had the opportunity to attend a Parents' Evening to inform them about regulatory changes and learning and development issues. However, procedures for exchanging information about children's learning at home and at other settings are not yet established and all adults involved in the care of each child do not work together to identify and support children's next steps for learning.

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

Children enjoy a wide range of activities that overall, support their progress and development in each of the six areas of learning. Staff plan activities that have clear learning objectives and interact sensitively with children's play to encourage new skills. For example, children are prompted to count how many pieces they cut their play dough into and are shown how to use the mouse to perform simple computer functions. Children particularly enjoy varied and interesting role play situations, where they have the opportunity to play out familiar activities in the home corner or explore new experiences in the travel agency and doctor's surgery.

Staff observe the children at play and evaluate the success of their activities. They have begun to develop informative records of children's progress. However, these

records are not yet sufficiently well established to provide a clear picture of children's achievements in each of the six areas of learning. Consequently, the planned activities do not always reflect individual children's next steps for learning, based on what they already know and can do. Although staff know the children well and support their spontaneous play enthusiastically, some of the activities lack sufficient challenge to ensure that all children are making rapid progress in relation to their starting points.

Good attention is paid to supporting children with learning difficulties. Staff liaise with parents and access services from other professionals to ensure that children's specific needs are appropriately addressed. Consequently they are supported well in accessing the range of available activities that enable them to make progress towards the early learning goals.

Children are confident and happy in the bright, welcoming environment of the nursery. They are supported well in developing a healthy lifestyle as they enjoy regular, nutritious meals that are freshly prepared on the premises. Children are also reminded and encouraged to have plenty to drink during the day, particularly after energetic outdoor play. Effective hygiene procedures protect children from the risk of infection and they are all learning the importance of good personal hygiene as they engage in routine hand washing procedures. Children often choose to play outdoors in the fresh air, where they can exercise their large muscles and develop specific skills such as throwing and catching balls.

Children are safe and secure at the nursery and when out on walks around the local area. Staff regularly undertake checks of the premises and equipment, and also assess potential hazards before taking children on outings. Children learn to keep themselves safe as they are gently reminded to follow simple rules, such as not climbing on furniture, to protect them from falls. They also regularly practise their fire drill to ensure that they can evacuate the premises quickly and safely in the event of an emergency.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	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](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 the last inspection.

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.