

# Nuffield Health Fitness & Wellbeing

Inspection report for early years provision

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<b>Unique reference number</b>	107979
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Gillian Charlesworth
<b>Setting address</b>	Wexham Street, Stoke Poges, Slough, Berkshire, SL3 6NB
<b>Telephone number</b>	Nursery 01753 663996
<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).

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

Nuffield Health Fitness and Wellbeing Nursery opened under the previous management in May 2000 and is one of 35 provisions nationwide. It is situated in a residential area of Stoke Poges, Buckinghamshire and operates from four ground floor rooms in a self-contained building on the health club site, with facilities for the disabled. Children have access to a secure level outdoor play area. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year. Children in the three to five year age group are offered swimming lessons within the health club on a regular basis.

The nursery is registered to care for a maximum of 54 children in the early years age range. There are currently 80 children from three months to five years of age on roll who have varying attendance patterns. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. It currently supports a number of children with English as an additional language.

There are 13 members of staff working within the nursery, nine of whom hold appropriate early years qualifications to at least NVQ Level 2. There are two members of staff currently working towards recognised early years qualifications and one member of staff who is working towards Early Years Professional Status. The nursery receives support from Buckinghamshire Early Years Quality Development Advisors.

The Nuffield Health Fitness and Wellbeing Crèche forms part of the registration. It operates in a separate building from the nursery and uses two ground floor rooms within the health club. It is open from 09.00 to 13.00 Monday to Friday and 09.00 to 12.00 at weekends. The crèche is registered on the voluntary part of the childcare register. A maximum of 21 children in the early years age range may attend at any one time and there are currently 230 children on roll. Children who attend must have parents or carers who are members and are using the club facilities and children do not attend for more than two hours. There are four staff working within the crèche, two of whom hold appropriate early years qualifications to at least NVQ Level 2.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting has a proactive approach and provides effectively for children, valuing them as individuals overall and introducing systems to help them to make sound progress in their learning and development. There is an ethos whereby children have fun and follow their interests in an overall welcoming and enabling environment. Policies, procedures and records underpin the effective management. Partnerships with parents mostly promote continuity of care and there is a strong commitment towards continuous improvement, with a range of informal strategies to self-evaluate.

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

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

- develop further the arrangements for personalised learning, development and care to help children get the best possible start in life with particular regard to the organisation of group activities such as snacks, meals and sleeps
- develop further the observation and assessment records, and match these to the expectations of the early learning goals and identifying the next steps in children's learning while actively involving parents in their child's continuous learning and development and records
- develop further the environment ensuring indoors is 'homely' enough to feel comfortable and outdoors has equal value to indoors; is interesting, attractive and accessible to every child and where children's play can be supported and extended.

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

There are effective arrangements for contingencies during staff absences and systematic induction procedures to ensure that staff clearly understand their roles and responsibilities. Staff are vigilant in ensuring children's safety in a risk assessed environment that enables children's free movement within their designated areas. Security is given a high priority and recruitment procedures include appropriate vetting. Managers are proactive in ensuring children are safeguarded and liaise appropriately with staff and parents where concerns are identified. Resources and activities are thoughtfully selected and informed by responsive planning based on children's interests. Consequently, children are actively engaged in a vibrant and busy atmosphere indoors. Children can access defined areas to sit quietly indoors and most have regular access to outdoors. However, these areas are less well developed, for example, soft furnishings are limited to create a homely environment and the outdoors is not given equal value to indoors, therefore, although it is enjoyable, it is less stimulating. Management have already identified this as an area for future improvement. Daily routines enable children to feel a sense of security and belonging. Babies under one year benefit from personalised care and learning although this is not always reflected throughout the nursery, for example, activities such as snacks, meals and sleeps are timetabled which limits the otherwise effective inclusive practice.

Parent feedback indicates that parents are very satisfied with the care and relationships are positive. Consistent staff in each base room know the children and families well and ensure suitable information exchange. Parents and children benefit from settling in arrangements that are individual. A suggestion box is made available and parents receive information through a variety of sources such as newsletters, basic notice board and availability of policies and procedures. Information includes an outline of the learning and development requirements although assessment systems have recently been introduced and are not yet well developed to involve parents in their child's continuous learning and development from the outset, although parents meetings are planned. Next steps are informally identified and records are in development, therefore not yet showing the progress children are making in all aspects of learning.

Managers and staff are enthusiastic, committed and have a common sense of purpose. There is an intention to develop systematic self-evaluation procedures that are currently managed informally. For example, through a range of strategies such as weekly senior managers meetings, team meetings, visits from development workers and a commitment to training and continuous professional development. These strategies have contributed to the identification of relevant strengths and targets for further improvement that will have a positive impact on the children's learning and development, for example, further development of partnerships with parents and introducing interest areas in each room.

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

Children are well supported and confident to approach adults who encourage their language for communication and show genuine interest, for example, when talking about their families. When older children ask for glue materials, adults immediately help them set up the equipment that is already accessible, enabling them to express ideas creatively with a range of materials. They enjoy sitting socially, developing positive relationships and some express humour and confidently share 'knock-knock' jokes to selected friendship groups. All children, including young toddlers, enjoy selecting and looking at books independently in the relaxed atmosphere. Attentive staff praise children for their achievements as they handle books with care. Staff respect children's independence and offer to read stories, waiting for children to respond before they intervene and sit on the floor to read with them. Staff help older children link sounds to letters through worksheet activities.

Planning for indoor learning is resource led and informed by observations of children's interests. Consequently, the learning environment motivates and stimulates children well, helping them to make good progress towards the early learning goals through practical learning experiences. For example, staff know what interests children and provide a wide range of materials at each session, including sand for babies to explore, cornflour mix for children under two to experiment with different textures, and using bubbles in water trays, with resources chosen to reflect their interests. Children enjoy playing with resources in the water and use imagination to wash dolls' hair and develop awareness of volume and capacity through pouring, while observing changes to bubbles.

Children's good health and well-being is promoted. Older children learn to appreciate health and body awareness as staff talk to them about their raised temperature and use a hand to feel their heartbeat after they have been active. Staff recognise children's individual needs and respond appropriately, for example, by extending the lunch arrangements for children who need more time to feed themselves and offering utensils that set appropriate challenges. Nappy changing is well managed and hand washing is prioritised, with many older children having good self-care skills. Babies individual routines are clearly understood and met, including sleeps that are regularly monitored. All other children who require sleeps during the day are encouraged to sleep after lunch as part of the nursery routine rather than an individual approach, therefore a small minority of toddlers become

particularly tired during lunch. Children respond well to staff who keep them fully occupied, singing action rhymes while waiting for lunch. Allergies are documented to enable staff to clearly understand and meet children's individual dietary needs. Snacks and meals are timetabled for children aged over one year, therefore are less personalised. However, children enjoy tucking into healthy and nutritious snacks and meals, such as jacket potato, baked beans and cheese. Outside, most children have daily opportunities to enjoy freedom and fresh air.

Children are encouraged to stay safe and learn how to use equipment appropriately, for example, when staff explain the best place to sit on an activity rocker so they can propel it safely and avoid falling off. They are helped to understand the effect of their actions on others when playfully hitting out whilst learning to control their bodies. Children throughout the nursery behave well in a positive atmosphere. Staff are good role models and encourage tidying away in a relaxed and purposeful manner, therefore young children enjoy actively helping and developing a sense of responsibility.

## 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?	3
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?	3
How well does the setting work in partnership with parents and others?	3
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?	3
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 B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- notify Ofsted of any change in circumstances which affects the information held by the Chief Inspector as soon as is reasonably practicable, and in any event within 14 days of the event occurring, with particular regard to change of crèche manager (Providing information to Ofsted). (Also applies to voluntary parts of the Childcare Register) 31/03/2009
- ensure that the certificate of registration given to the later years provider is displayed on the relevant premises, with particular regard to the crèche (Certificate of Registration). (Also applies to voluntary parts of the Childcare Register). 31/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Providing information to Ofsted) 31/03/2009
- take action as specified in the compulsory part of the Childcare Register section of the report (Certificate of Registration). 31/03/2009



## **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.