

# Serendipitys Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY377210

**Inspection date**

13/03/2009

**Inspector**

Susan Riley

**Setting address**

Serendipitys Childcare Services Ltd, Cotgrave Futures,  
Candleby Lane, Nottingham, Nottinghamshire, NG12 3JG

**Telephone number**

01159 891701

**Email**

**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).

## **Description of the setting**

Serendipitys Day Nursery is a privately run provision which registered in 2008. It is one of four in a group of nurseries. The nursery operates from Cotgrave Futures Children's Centre in Cotgrave. A maximum of 29 children aged from six weeks to five years may attend the setting at any one time. There are currently 13 children attending who are within the Early Years Foundation Stage (EYFS). Children come from local and wider communities.

The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year, closing only for main bank holidays. All children share access to a secure enclosed outdoor play area. The nursery employs five members of staff. All hold appropriate early years qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is good. Children are settled, happy and their individual needs are well met. Staff create a welcoming, homely and comfortable atmosphere in which children are equally well cared for and have many opportunities to succeed. They provide a curriculum which takes into account, and responds to, most of the children's developmental needs and their interests, which allows them to make steady progress related to their differing abilities. The nursery has a good capacity to maintain continuous improvement. The staff promote inclusion throughout the whole nursery. The setting's policies and procedures are effective, inclusive, available and understood by all who work with the children. The nursery works in partnership with parents and others to meet every child's needs.

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

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

- develop the use of reflective practice and self-evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children
- develop further the planning for children's individual learning and use the assessments to plan appropriate activities to move the children on to their next steps of learning.

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

There are good systems in place to ensure all the required policies and procedures are in place for the safe and efficient provision of the Early Years Foundation Stage. The nursery is well organised with all documents and has an efficient approach to maintaining all documentation. Children are well cared for by appropriately qualified staff. The whole staff team are committed to the

improvement of the service and to the care and learning of the children. They continue to access ongoing training and this helps to ensure all children's individual needs are met. Staff are vetted and the nursery has a thorough recruitment process in place. Risk assessments are used effectively to identify and minimise risks to children. Children are protected as staff are fully aware of safeguarding issues.

The manager and provider have not yet started to fully self-evaluate their practice and provision for children. The manager spends time in each room daily to monitor the staff and children. The nursery has suitable induction and support systems in place to help new staff be aware of the daily running of the nursery. There is a suitable staff appraisal process in place. Inclusive practice is well promoted, in that children have their welfare needs met and achieve as well as they can, regardless of background. There is a great emphasis on involving children in the decision making. Staff regularly ask the children what they would like to do, within planning they make time to respond to the children interests. These approaches give children real a sense of ownership and responsibility. There are good effective links with parents to promote the care and learning for each child. Information about the children's needs and progress flows well between home and nursery, for example, through the use of the written daily diaries and discussions.

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

Children enjoy themselves at the nursery and make suitable progress in all areas of their learning and development because staff have a clear understanding of their interests and abilities and use this information appropriately. Staff plan the indoor environment to offer a wide range of activities that engage children and allow them to initiate and extend their own learning. Outdoor play is encouraged daily for all children. Children develop a range of skills such as being able to work cooperatively with others, to share resources and to persevere with difficult tasks. The children play cooperatively together and have definite friendship groups in place. The staff offer lots of praise, which in turn raises children's self-esteem.

Staff plan for an effective learning environment for the children in their care. Children are observed and staff are starting to plan and implement their next steps to help them to achieve to their full potential and reach all goals within the curriculum. Detailed assessments are in place and these build a picture of the individual child. The nursery has a Special Educational Needs Coordinator (SENCO). Her work enhances the inclusion policy of the nursery. Children's welfare is enhanced because staff ensure that their individual needs are met. Children sleep according to their own sleep patterns and needs. Meal times are social occasions for all children. The menus provide children with a range of healthy foods and the meals take account of children's dietary needs. The children help themselves to drinks as they become thirsty. This promotes their independence. All children are learning good hygiene routines. For example, they are encouraged to wipe their own noses and dispose of the tissue appropriately. The nursery operates a no shoe policy within the nursery, and provide shoe covers if needed. This ensures the whole nursery is kept as a clean and safe environment. Children develop awareness of safety and learn to be considerate of others through their play.

Children behave well and use or are encouraged to use their manners appropriately.

Staff respond well to the children, they talk to them and actively play and have fun with them. The children laugh and giggle as they have fun with the cornflour. Staff support the children very well; they are there for them, but are aware of when to stand back and let the children try for themselves, offering encouragement and praise. Children enjoy painting and the mixing colours, they use their hands to explore the paint and make their own marks. When playing outdoors the children climb the steps on the climbing frame and they enjoy playing on the see-saw. They kick or throw the balls to the staff. Children show an awareness of change as the cornflour mixture is made and then they enjoy the texture as they explore the mixture with their hands. This helps to develop their small muscles. They freely talk about their family members and past and present events. Children count within their play and talk about size and shape. They complete simple jigsaw puzzles suitable to their age and stage of development. This helps them to problem solve. Children enjoy books and listen well when the staff read them stories.

## 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?	2
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?	2
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?	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](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 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.