

Southampton Day Nursery

Inspection report for early years provision

Unique reference number EY319453
Inspection date 20/08/2009
Inspector Judith Reed

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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 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

Southampton Day Nursery is one of a chain of nurseries run by Asquith Court Nurseries Ltd. The nursery occupies purpose built, accessible rooms on the ground floor, at the David Lloyd Leisure Centre in the Nursling area of Southampton. Children have access to an enclosed outdoor play area. The nursery opens weekdays from 08:00 until 18:00 all year round.

The nursery is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 77 children may attend the nursery at any one time. There are currently 91 children from three months to under five years on roll, and some attend part time. Additional children under and over five years attend the nursery for crèche sessions while their parents attend the adjacent gymnasium. The nursery supports children with English as an additional language as well as those with special educational needs and/or disabilities.

There are 20 members of staff working with the children. Most staff have appropriate early years qualifications at level two or three.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are valued and their individual needs are met by the knowledgeable team of key workers. Parents are fully involved in their children's development and their opinions are gathered regularly to feed into the ongoing evaluation of the nursery. Senior staff complete self-evaluation documentation and find it aids reflection on practice in the nursery and impacts on development. Continuous improvement is highly valued and all staff strive to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure risk assessments incorporate all equipment, including changing mats and sleep mats, and replace as necessary

The leadership and management of the early years provision

Children are safeguarded as all staff are familiar with the safeguarding procedures and are aware of their duty to protect children. Children's health and well-being is promoted as the staff know the children well as individuals and are familiar with their personal requirements. Many staff are trained in first aid. When accidents occur the key worker informs the manager and telephones the parent to keep them informed. Accident documentation is also completed and signed. Children are encouraged to wash their hands before having snacks and meals and they are able

to independently access the toilets whenever necessary. Sound nappy changing procedures are in place, however some changing mats are split and are unable to be cleaned thoroughly. Children are therefore at risk from infection.

Partnership with parents is outstanding. Parents very much appreciate the excellent communication with staff and particularly value the weekly emails telling them about the activities in their child's home room. Parents state that they have an excellent relationship with all the staff and in particular key workers. They view their child's learning journey records regularly and take them home to share with other family members. Parents are aware that they may contribute to their child's records and frequently tell staff about learning which has occurred outside the nursery. Parents state that they feel fully involved in their child's learning.

Ongoing self-evaluation is valued by staff and is used to help target areas for improvement. The thorough and continuous evaluation of the nursery provision helps to pinpoint areas where development is required. Children, parents and the staff team are all involved in the evaluation process. Children's opinions and ideas are gathered by staff and these often lead to changes in the timetable or new ideas for activities.

The quality and standards of the early years provision

Children experience an excellent learning environment both indoors and outside. All the six areas of learning are available within each room, as well as the outdoor play area. Children up to the age of three experience free-flow play and choose when to be inside or out. Pre-school children are offered frequent opportunities to play outside and small groups of accompanied children move outside throughout the day. Most age groups play together, although very young, immobile children are kept safe behind a low level fence. Equipment and toys in each room are appropriate for the stage of the children in that age range. In particular babies experience an environment which is rich in texture and visual stimulation to help develop all their senses. They help themselves to toys from baskets and low shelving. Staff play and talk with them and encourage them to explore the room independently.

All children's individual needs are met as their key workers know them very well. Parents complete 'Unique child' documents when their children start at the nursery and this helps staff to assess each child's starting point for learning. Regular observations are made and these lead to the weekly planning of activities linked to children's interests. For example, in the pre-school room a child recently had a new baby brother or sister, so the interest table has a variety of baby equipment for all to experience. Also many children will shortly be leaving to go on to school, so part of the room is set up as a school, where children may role play being a teacher or sitting in a class situation. This will ease the transition as well as offering younger children differing experiences. Pre-school children enthusiastically join in singing sessions with action songs. They recognise the titles of songs shown on home-made cards with pictures as well as writing. They know the words and actions to many different songs including 'I'm a little tea pot', 'Little Bo Peep' and 'Twinkle, twinkle'. Children talk about the diamond shapes and a member of staff shows

them how to make the shape with their hands, as they find it difficult. Children show a real sense of achievement when they succeed in making the shape with their fingers. Staff also ask children to count the number of cards left on the floor, therefore skilfully ensuring all areas of learning are included in one activity. Many displays throughout the nursery show photographs of the children busy during planned activities. For example, the 2-3 years room has a low level display showing children making play dough. Recipes are displayed nearby for parents to access. Children's work is also displayed through the nursery ensuring their self-esteem is developed as their work is highly valued. Many signs throughout the nursery show different languages and value different nationalities. Staff make every effort to acknowledge and celebrate festivals from different cultures and link with families for advice and guidance.

Children's food is prepared on site by the cook. An interesting and diverse menu is set by the company. Children are enthusiastic about the food and enjoy the variety of flavours and experiences. They serve themselves where appropriate and often ask for second helpings. The menu shows a wide selection of meals including jacket potatoes with tuna and sweet corn; Moroccan lamb and rice; spinach ravioli and garlic bread; shepherd's pie with vegetables; or hidden vegetable tomato sauce with pasta and cheese. Children's individual dietary requirements are met by the staff who are fully aware of all the children's needs.

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?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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