

# Southfield Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY287655
<b>Inspection date</b>	13/08/2009
<b>Inspector</b>	Janet Fairhurst
<b>Setting address</b>	1 Sandersons Terrace, Cramlington, Northumberland, NE23 6XD
<b>Telephone number</b>	0191 250 2221
<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 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**

Southfield Day Nursery has been established since 2001 and registered under new ownership as Southfield Day Nursery Limited in 2004. It is situated in a two-storey building in Cramlington, Northumberland. The babies and toddlers are cared for on the first floor which is accessed via a flight of stairs. The nursery is open Monday to Friday, 08.00-18.00 all year round except Christmas, New Year and bank holidays. A maximum of 31 children aged under eight years may attend at any one time. Currently, there are 50 children on roll. All children share access to a fully enclosed and secure outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are 10 staff members of staff supported by the manager, and a cook. All staff have appropriate early years qualifications. The nursery is a member of the National Day Nursery Association and receives support from the local authority.

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

Overall the quality of the provision is good. The premises are welcoming, secure and safely organised and children enjoy a range of planned and free play activities within a caring and learning environment. Most of the requirements are met. Arrangements to promote children's health and wellbeing are not consistently implemented. Partnership with parents are good, however, links with other practitioners are less effective. The nursery operates an inclusive environment where each child is welcomed and treated with respect and fairness. Systems to ensure continuous improvement are effective in promoting positive outcomes for children.

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

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

- improve procedures and routines to ensure that children's hygiene and wellbeing is consistently promoted; this includes providing them with appropriate crockery during their snack time
- continue to develop links with other practitioners providing Early Years Foundation Stage in order that all relevant information is shared to ensure continuity in children's care, learning and development.

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

- obtain from parents information about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare).

27/08/2009

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

Effective recruitment and vetting arrangements mean that staff are suitable and have appropriate qualification to support children's safety and welfare. Staff are vigilant about safety and carry out effective risk assessments of the indoor and outdoor areas to prevent accidents occurring. Records, such as the daily registers, accident and medication reports, are used well to support children's ongoing health and safety. Staff are keen to update their own skills through training and frequently share what they have learnt with the staff team so they all benefit from any new information. Most of the required information is documented; however, details regarding who has legal contact and parental responsibility is not obtained which is a requirement.

Positive relationships are established with parents which ensures children are cared for according to their individual needs. Parents share information with key workers about their child's development when they first start, which enables staff to form a view of where each child is in their learning and this helps them to plan for their continued progression. Daily discussions and written information helps to keep parents informed of their children's daily activities and personal care routines. In addition, parents have an opportunity to meet formally with their child's key worker to discuss their progress and look through their development file. Parents' written references helps to demonstrate how happy they are with the service that is provided. They comment on how well their children have progressed and how caring the staff are. Systems for sharing information with other settings attended by children are not yet fully established to enable everyone to work efficiently in promoting children's welfare, learning and development.

Staff are aware of their responsibility regarding child protection and demonstrate a good understanding of signs and symptoms of abuse. All recommendations raised at the last inspection have been effectively addressed. The nursery has not yet completed formal self-evaluation system. However, the manager and staff are very aware of the strengths and areas they wish to improve. The manager described how they have developed systems to overcome the lack of space which prevents all resources being made accessible to children, and also highlights their ideas and aspirations for the development of the garden.

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

Staff have a secure knowledge of the EYFS and the welfare requirements. Children are provided with good opportunities to help them make progress across all areas of learning and development. There are effective systems in place for collecting information about children's starting points. This combined with purposeful ongoing observational assessment ensures that staff plan and provide challenging and enjoyable experiences for each child. Planning is based around the interests and ideas of the children, whilst ensuring there is a good blend of adult-initiated activities which incorporates both indoor and outdoor play.

Children physical development is well addressed throughout the nursery. Children develop their strength and balance as they play with wheeled toys, kick balls and participate in their own sports day. Older children take pride in demonstrating their skills as they show how well they can hop or run fast. Babies pull themselves up using sturdy furniture, they reach and stretch their arms to grasp toys they see around them. Children's personal, social and emotional development is very good. They are relaxed, confident and behave very well. Children play very well together sharing and taking turns. Babies benefit from routines, which are consistent with their routines at home providing them with continuity and security. Staff working with the babies respond intuitively and sensitively to non-verbal communication, so that babies' needs are met effectively. Books and story time are enjoyed and children are keen to participate by asking questions, such as 'what does opposite mean?' Staff respond well to the questions to help children understand the concept as clearly and simply as they can. Older children have a good grasp of numerals and number names to ten. Counting skills are practised effectively, both in planned and spontaneous ways, making learning fun and interactive. Children have appropriate opportunities to develop their skills, such as cutting, pencil and brush control and handling tools. For example, the children make their sports medals from cutting card and decorating them with glitter. Children have access to the computer where they are able to develop mouse control and are beginning to understand how to complete simple programmes.

In the main, children's health needs are met. Daily routines, such as hand washing after using the toilet and brushing teeth after lunch, mean that children are developing an awareness of personal care routines. However, these routines are not always consistently implemented as staff fail to encourage children to wash hands before they have their meal. In addition, during snack time children are not offered appropriate crockery to place their food on. This does not effectively promote children's health and wellbeing. Children's behaviour is managed sensitively and positively by staff and as a result children's behaviour is good. Children are encouraged to develop an understanding of how to keep themselves safe as staff explain the consequences of some of their actions. For example, why they must not swing on the chairs and the importance of picking up toys in case they slip on them.

## 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?	2
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?	3
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

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