

Southfield Nursery

Inspection report for early years provision

Unique reference number EY333253
Inspection date 12/10/2009
Inspector Sandra Patricia Jeffrey

Setting address Brabazon Avenue, Roundshaw, Wallington, SM6 9ET

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Southfield Nursery is in the process of changing its name to the Amy Johnson Day Nursery and is a local authority run day nursery. It has been registered to provide full day care since 2006. The nursery is situated in a single-storey building, which has full disabled access and is located within the grounds of the Amy Johnson school, which is sited in the middle of a residential estate in Wallington, in the London Borough of Sutton. The complex is in the process of being developed into a Children's Centre with numerous services available to parents and children within the local community.

Most of the parents whose children attend the nursery live or work in the local area. The premises comprises of two play rooms, milk kitchen, children's toilets and nappy changing facilities and a separate sleep area for babies. In addition there is an office and separate staff room. There is also a secure outside play area which is semi-covered, so children can access it in all weather conditions.

Southfield Nursery is open Monday to Friday, 51 weeks a year from 07:30 until 18:00. It offers full day-care for 42 children from birth to five years. There are currently 62 children on roll throughout the facility, 13 of whom receive funding for nursery education. Children attend for a variety of sessions. The centre supports children with learning difficulties and/or disabilities, including some children with complex medical needs. Children for whom English is an additional language are also supported. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

There are currently nine members of staff employed, eight of whom have an appropriate qualification in childcare and education. The manager is in the process of gaining Early Years Professional Status and is supernumerary to the staff team and is therefore available to offer additional support to all members of staff throughout the day. A peripatetic teacher comes in for music and movement and singing sessions twice a week. The nursery receives support from their local authority and Foundation Stage guidance from the reception teacher from the Amy Johnson school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are very well met and their learning and developmental needs very well supported, which helps them make good progress. All children are valued and warm and trusting relationships are fostered, therefore enabling children to feel safe and secure. Inclusive practice is very effectively promoted throughout, ensuring children are included at their own personal developmental level, enabling them to fully participate in all activities.

Excellent partnerships with parents and a good knowledge of each child's needs mean that staff provide children with appropriate support. Effective systems are in place to monitor and review the service, which ensures that the provision is

responsive to the needs of all of its users. The ongoing self-evaluation of the provision incorporates the views of staff and parents. The setting has a high capacity to maintain continuous improvement and staff regularly attend training as part of their commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure contingency arrangements for staff absences are organised effectively to ensure the needs of the children are met at all times. (Staffing arrangements) 26/10/2009

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

- review the current arrangements in relation to the routine when babies are sleeping and ensure that staff are available should they be needed
- ensure all registers are always completed as each child arrives at the setting, ensuring their ongoing safety at all times.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures ensure appropriate checks are carried out on staff, which helps safeguard children. Staff are appropriately qualified and comprehensive induction procedures ensure they are familiar with the setting's policies and procedures, enabling them to be implemented effectively in the main. Although, on occasion staffing arrangements are not fully effective in the event of staff absences, which may result in the needs of the children temporarily not being met in full.

Staff receive clear guidance and training in relation to safeguarding. The setting implements well-written policies and procedures which underpin the day to day running of the provision, ensuring the safety of the children for the majority of the time. For example, room registers are usually up to date, although children are occasionally not recorded on arrival, which could potentially put their safety at risk.

Comprehensive risk assessments, including those for the regular outings the children enjoy, are carried out. Daily checks also ensure the premises, toys and equipment are suitable and safe for use. Emergency evacuation procedures are regularly practised, ensuring that children are familiar with the routine and fire exit doors are clearly marked.

The driving ambition of the management encourages all staff to work well to provide consistent good quality care for the children. Staff have clear roles and responsibilities and have opportunities to take the lead in areas of interest to them,

which ensures the setting runs smoothly on a day-to-day basis.

All previous recommendations have been appropriately addressed. For instance, following on from the last inspection, the setting now has a suitably qualified named deputy who is able to take charge in the absence of the manager. Lunch and snack routines have also been reviewed and improved to ensure the needs of the children are met more effectively at such times.

The manager and staff are clearly dedicated to the children and work hard to ensure they have enjoyable and challenging experiences. For example, the setting constantly evaluates the activities and environment to identify any improvements that can be made to the benefit of the children, some of whom have complex individual needs.

Resources are well organised throughout and children use the different areas freely during the day, including the outside area. A wide variety of bright and sturdy equipment is available, including units that allow children to have easy access to the toys. This enables them to become confident and independent learners as they enjoy the variety of exciting toys and play materials.

Staff offer good support to all children, enabling them to develop and learn as they move through the early learning goals. This enables children to feel safe and secure. Deployment of staff is generally well organised, although further consideration needs to be given to the supervision of babies when they are sleeping as the current systems are not fully effective.

Children of all abilities are encouraged to participate in all activities. This ensures children have equal opportunities to maximise their enjoyment. Staff constantly praise children for their accomplishments and treat them with respect, therefore, developing children's self-esteem. Staff genuinely care about the children and strive for the best in children's welfare and development, which is central to every aspect of their work.

Staff warmly engage with parents and carers, ensuring an effective two-way flow of information. Parents receive comprehensive information about the setting and are kept up to date with their child's progress. Staff work tirelessly with parents and others involved in the care of the children; including a variety of speech therapists, physiotherapists and other specialized professionals, developing excellent relationships to ensure they are familiar with children's individual needs and requirements.

Good links are being established with families from the local Travellers' community, whose children occasionally attend the nursery. Arrangements are also being made to implement a home visit initiative to extend the already excellent support that is offered to the parents.

Parents enjoy opportunities to be involved in extending their children's learning at home with activity boxes that the nursery provides and parents are also given opportunities to attend the 'stay and play' sessions that the nursery runs.

Parents say their children look forward to attending and receive a warm welcome, making them feel at home and part of the nursery. All parents spoken to expressed their gratitude to the staff for their hard work and said they felt confident to approach their child's key person and the management team with any issues and/or concerns.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled in the nursery and their sense of belonging and confidence is developing well, as staff place a strong focus on the children's personal development.

The setting has effectively adapted the EYFS curriculum to ensure it meets the range of children's needs. Staff help children with learning difficulties, develop key skills in communication by using specialist communication techniques, such as signing and pictorial systems, which also benefits children for whom English is an additional language.

Staff provide good quality, interesting and stimulating activities, which support children's development and progress. Staff build on information gathered from parents and next steps are reviewed and monitored to ensure children's progress towards the early learning goals.

Children feel safe as a result of the hard work of the staff team, enabling them to feel secure and happy within the setting. A happy and relaxed atmosphere is evident throughout the setting and children respond to this positively and depart happily from their parents and carers in the morning.

Children receive healthy and nutritious meals, incorporating fresh fruit and vegetables daily. Staff are aware of individual dietary needs and ensure these are always met. For example, vegetarian options are always available.

Children enjoy accessing the free flow outside play area which is effectively incorporated into the daily routine. They enjoy regular opportunities to practise their physical skills as they ride on wheeled toys, climb on the climbing frame and take part in the weekly physical education sessions organised by the peripatetic teacher. More gentle physical activities in the form of 'Tatty Bumpkin' sessions are also enjoyed. These multi-sensory sessions include exercises loosely based on yoga postures which encourage children to explore their physical and mental development, using props, puppets and games throughout each session.

Children become enjoy regular trips out in their local community including the local woods, the ecology centre and the pond. Children make a positive contribution to the setting; as they exhibit high levels of good behaviour and are encouraged to be kind to their friends. Children know the rules and boundaries within the setting and staff portray positive role models for children, which in turn encourages good behaviour and consideration for others.

Children are developing skills for the future through support in using a wide range of learning resources such as the computer, where the older children can move the mouse to complete simple programs independently, and by having opportunities to use digital cameras to take photographs of their activities and achievements, for example.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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