

Nuffield Health Fitness & Wellbeing

Inspection report for early years provision

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Inspector Rebecca Hurst

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Nuffield Health Fitness & Wellbeing was registered in 1998 and is run by Nuffield Health Wellbeing Ltd. It operates from a purpose-built area within the Nuffield Health Fitness & Wellbeing Club in Bromley.

The nursery is open from 8am to 6pm and takes children from the age of three months to five years. The crèche is open from 9am to 12.30pm and takes children from the age of three months to five years. The nursery and crèche are both open Monday to Friday, all year round. The setting also runs a kids' camp for children aged four years to 12 years which opens 9.30am to 3.30pm during school holidays only.

The nursery may care for no more than 48 children under eight years; of these, not more than 32 may be in the early years age group, and of these, not more than 15 may be under two years at any one time. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Three full-time staff and 17 part-time staff work with the children. The manager is supernumerary. Over half of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a safe and welcoming environment that supports children well. However, the manager has not had Ofsted checks carried out to ensure she is suitable to run the nursery. The partnership with parents contributes to meeting individual children's needs and children are valued at the setting because the nursery promotes diversity well through the careful planning of activities and resources. The nursery is beginning to self-evaluate their practice, although this is still in its infancy. The nursery shows a commitment to improving areas with practice in order to meet children's individual needs and improve the outcomes for children in their care. The nursery has breached their registration conditions by having children under the age of two years in the nursery.

What steps need to be taken to improve provision further?

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

- ensure effective procedures are in place so that managers looking after children, or having unsupervised access to them, are suitable to do so (Suitability of adults)

11/12/2009

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

- increase independence skills during meal times
- maintain an accurate record of hours of attendance
- further develop self-evaluation process

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of the nursery's safeguarding children policies and procedures. All staff have up-to-date CRB checks carried out on them and the manager has a list of when these were carried out and when they are to be updated. This ensures that staff are suitably checked to look after children. The provider had notified Ofsted of a change of manager, however, the letter had not been received by Ofsted. As a result, the nursery manager has not been suitably checked by Ofsted. The provider has carried out their own CRB checks on the manager to protect the children from harm.

Staff carry out regular fire drills with all of the children and record dates and times to ensure the children are protected. However, the attendance times of the children are not accurately recorded on the registers. Staff have pre-populated times of the children and these are not adjusted to reflect if children arrive late or leave early. As a result, emergency procedures are not fully effective as records are not accurately kept.

Full risk assessments are in place for the building and for outings, and these are checked every month and evaluated. This ensures that any actions are looked into straight away. Staff carry out daily checks when opening the nursery and when closing. These are all recorded and any actions are noted. This further enhances the safety of the children. The nursery has breached its registration conditions: there are children aged under two years present in the nursery but their conditions only allow care for two to five year olds on the Early Years Register. The provider had failed to apply for an update on their conditions when they opened the nursery alongside the crèche. This is an offence unless the provider gives a reasonable excuse. On this occasion, the provider did so and Ofsted does not intend to take further action. New conditions have been given to the nursery to allow children in this age group to attend.

The nursery has started to self-evaluate the provision, however, it has not been updated since they opened the nursery. As a result, the evaluation process is not fully effective in highlighting any strengths or weaknesses with the practices within the nursery. Resources are deployed well to promote diversity and equal opportunities. Children have daily opportunities to access words written in various different languages and positive images are displayed around the rooms, all at a level that children are able to see with ease. Staff also take into account children's own backgrounds and work this information into the planning. All staff attend regular training sessions to keep them up to date with their knowledge and understanding of childcare practices. The manager and provider are committed to improving the provision by completing previous recommendations set at

inspections and by working with the local early years team to enhance their knowledge of what is required to meet the Early Years Foundation Stage welfare requirements.

Staff involve parents daily in their child's care. They give detailed daily feedback to the parents to ensure they are fully informed of their child's day at the nursery. The parents have plenty of information displayed around the nursery to inform them of the planning and the nursery's policies and procedures. The staff work well with outside agencies. Staff ensure they have transfer records in place for new children that have attended other provisions, and they use this information to inform the planning.

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

Children attend a warm and welcoming nursery. Staff are at hand to offer reassuring cuddles and support to all children. Staff sit with the children while they play and offer words of support and encouragement. This builds on the children's self-esteem and confidence. Staff plan for each child's individual needs and they take into account the children's starting points to settle them into the nursery. Staff sit with parents and gather information about the children which informs the starting points of each child. The staff find out about the children's likes and dislikes and ensure they have the children's favourite activities out to aid settling-in. Key carers ensure they share all information they have with all staff working with the children. This ensures continuity of care for all children.

Planning covers all six areas of learning and staff ensure activities are set out to aid the acquisition of independence skills. All resources are stored at a level that allows children to self-select activities. Staff are skilled in talking to the children throughout the sessions and asking them questions that make them think about the activities they are doing. For example, during snack time children were asked what fruit they were eating. The children were then asked if they could see the fruit on the wall pictures and how many different fruits they could see. While they were eating their fruit, staff also explained to the children the benefits of eating it and healthy eating in general.

Staff have detailed written assessments on the children. All new children are given the opportunity to settle into the nursery before the staff start to observe them. This allows for staff to assess the children's starting points with the aid of information gathered from discussions with the parents. Staff also use transfer records of the children to aid the starting points of when they arrive at the nursery. The observations have the next step in place which the staff use to plan for future activities to enhance the children's learning further. Children are making good progress given their age, ability and stages of development from their starting points.

At snack and meal times, there are missed opportunities to further enhance children's independence skills. Children are given opportunities to choose the fruit they would like, however, staff serve the children the fruit and their drinks.

Children are taught the importance of hand washing before and after meal times, which protects them from cross-infection and contamination. Children have daily access to physical activities such as soft play areas and yoga for older children. A trained yoga teacher comes to the setting and teaches the children different movements. Children choose an animal from a bag and the teacher gets the children to move into the position that represents it.

Staff continually praise the children for their good work and behaviour and they explain to the children at a level they can understand why they should not climb and the importance of being kind to one another. All staff are consistent in their approach to behaviour management and as a result, all children are well behaved. Children are taught the importance of walking around the nursery and picking up resources after they have finished with them. Children are also taught to hold hands when they are moving between rooms and staff count the children out of the one room and will count them into the other. They will also take the register with them to ensure they have the right numbers should they have a fire drill. This teaches the children about keeping safe and what they need to do to keep themselves and their peers safe in the nursery.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	3
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