

Sandfield Park Private Day Nursery

Inspection report for early years provision

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| Unique reference number | 322416 |
| Inspection date | 12/01/2010 |
| Inspector | Elizabeth Margaret Grocott |
| Setting address | Sandfield House North Drive, Liverpool, Merseyside, L12 1LG |
| Telephone number | 0151 228 4040 |
| Email | |
| 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

Sandfield Park Private Day Nursery was registered in 2000 and is privately owned and managed. It operates from a converted church building, in the West Derby area of Liverpool. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 75 children may attend the nursery at any one time. Pre-school aged children will be accommodated on a mezzanine level. There is no lift access to this area.

The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to a secure outdoor play area. There are currently 100 children on roll in the Early Years Foundation Stage (EYFS), aged from birth to five years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 15 members of staff, including the manager, of whom, all hold appropriate early years qualifications. Additional staff are employed for cooking and cleaning the premises. The setting receives support from the local authority and an advisory teacher. The nursery has achieved 'Quality Counts', an endorsed quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team create a friendly, welcoming environment for children, who in turn enjoy their learning through play. The nursery is bright and generally warm. Positive partnerships are formed with parents and carers, in order to meet children's individual needs. Most children have the freedom to choose activities and follow their own interests, but on occasion adult-led play does not allow some children enough choice. Staff mostly encourage independence, but this is not always possible. The children learn about differences in society through their play and resources, although the displays do not always fully reflect the diverse society we live in. Safeguarding policies and procedures are generally robust. Management effectively use the Ofsted self-evaluation, to reflect on their practice and identify areas for development.

What steps need to be taken to improve provision further?

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

- ensure there is a balance of child-initiated and adult-led play activities and provide opportunities to develop children's independence, for example, privacy in the toilet area
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities

- ensure all practitioners have an up-to-date understanding of safeguarding issues, in respect of the procedure to follow should an allegation be made about a staff member
- ensure that all rooms are maintained at a temperature which ensures the comfort of the children and staff.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected, as staff members have a secure understanding of Local Safeguarding Children Board guidance and procedures. However, not all staff are clear about the procedure to follow should an allegation be made about a staff member. The recruitment procedure is robust and ensures all staff are suitable to work with children. CCTV systems protect both staff and children. Records, policies and procedures are well maintained, for the safe and efficient management of Early Years Foundation Stage (EYFS) and to ensure that the needs of all children are met. A thorough risk assessment ensures the daily safety of children. They are encouraged to learn to keep themselves safe, by practising fire evacuation regularly. Accident records are scrutinised regularly by the manager and cross referenced with the risk assessment, to further ensure children's safety.

The enthusiastic management team strive for improvement and have successfully completed a quality assurance scheme. They continue to evaluate their childcare provision, in order to have a clear reflection of their service and to target the main priorities for development. Staff members are well deployed and all hold recognised childcare qualifications. They access ongoing training to update their knowledge and improve their practice, which in turn improves outcomes for children. The setting generally promotes equality and diversity well and supports every child, so that no group or individual is disadvantaged. The resources provided help children to learn about the wider world, although there are few visual images on display. Children who speak English as an additional language are well supported. They are provided with opportunities to use their home language during their play and learning, with staff learning key words and phrases to enable them to communicate effectively. Children with special educational needs and/or disabilities are effectively supported. Staff work alongside other professionals, in order to maximise their learning. Since the last inspection, improvements have been made to the provision. For example, a cleaner has been employed to ensure all areas are hygienic at all times and assessments are made as children join the nursery, so staff can plan effectively for them.

Staff have built strong partnerships with parents and carers. They receive regular newsletters, keeping them up-to-date with events and activities at the nursery. They are invited to meet regularly with their child's key worker, to discuss their achievements and how they can help their child at home. Parents are pleased with the service they receive. They particularly comment on the friendliness and approachability of the staff, as well as the patience, care and affection they show the children. They are encouraged to support their children in fundraising events, such as 'the big toddle'. Parents are invited to offer an evaluation of the

playgroup's service with the use of questionnaires. There is a suggestion box in the hallway for any other comments they wish to make.

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

Children's artwork and photographs are attractively displayed around the walls, giving them a sense of belonging and pride. However, one of the nursery rooms remains too cold to be comfortable for young children in the winter weather. Staff have a clear understanding of the requirements of EYFS. They plan enjoyable experiences, following the children's interests, to develop appropriate learning. They have warm relationships with children and ask their opinions about things, to encourage them to think. During registration time, children are encouraged to share news from home or places they have visited. This helps to develop their communication skills. Others are encouraged to listen and wait for their turn. Effective use of the key person system ensures children are able to form appropriate attachments and provides parents with a focal point for information sharing. Staff make regular observations of children and use these to assess their progress and plan their next steps. Not all staff understand having a balance between child-initiated and adult-led play, meaning some children are not given the same amount of free play as others. Babies are cared for in a separate room, where they can explore the environment safely. Pre-school children are currently mixed, with children aged two to three years in one large room. During the inspection, it was evident that it was difficult for either group to concentrate when needed, due to noise levels and the very high ceiling. However, the planned addition of a mezzanine level for pre-school children will alleviate this issue. The bathroom in the large room impedes children's independence, as there are no doors on the toilet cubicles, meaning older children cannot have privacy should they wish to.

Babies enjoy exploring the paint, water play and construction blocks. They experiment with materials, as staff drape them onto the children, allowing them to feel the different textures. Toddlers play with hand puppets and small world toys. They hang onto familiar adults as they find their feet and gain confidence. Children in the big room can access a wide range of resources, as they choose from labelled drawers and storage boxes. They too use different textures, such as natural sponges, to explore. They are encouraged to use their senses, smelling different balls to see what they think is inside. Children learn about recycling using cardboard boxes and other waste materials to make models. The role play area encourages children's imagination. They can dress up, cook in the kitchen or take the dolls for a walk.

Children are encouraged to adopt healthy habits. They develop good hygiene, as they wash their hands before eating and after using the toilet. They learn about healthy eating, as they plant and grow their own vegetables and herbs in the nursery garden. These in turn are used by the cook to make soups and other meals enjoyed by the children. Staff encourage them to make healthy choices. This is enhanced by the menu provided. Fresh fruit is provided after each meal, with water available at all times. Children are encouraged to be active and access the

outdoor play area each session. Here they can climb, swing, use balls and hoops, as well as learn to ride. They can explore the sensory garden staff have created with their help. Children take part in active play sessions with staff, using equipment supplied by a sports programme. They have a dance teacher once a week for all children, who implements EYFS into her sessions. As a part of their self-evaluation, the nursery have identified a weakness, in that they want children to be able to freely access the outdoor area. They have applied for a grant to alter the building to allow this.

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

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| 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

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| 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 | 3 |
| The effectiveness of safeguarding | 3 |
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 3 |
| 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