

Nuffield Health

Inspection report for early years provision

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Inspector Caren Carpenter

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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 Day Nursery was registered in 2010. It operates from Nuffield Health Club in a designated purpose built nursery area. It is located within the London borough of Brent. The nursery serves members of the Health Club and the general public. There are no steps to access the premises.

The nursery is registered for a maximum of 20 children in the early years age group, of these, not more than 12 may be under two years at any one time. There are currently 14 children in the early years age group on roll.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children may attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery is opened each week day from 8.00am to 6:30pm for 48 weeks of the year. The nursery employs six staff to work with the children, five staff hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the nursery provides a caring and nurturing environment where children settle well and feel safe and secure. All children are valued as individuals and are warmly welcomed into the nursery. Children receive individual care and attention because the nursery operates an effective key person system and develop very close relationships with children's parents and carers. Documentations relating to children's individual needs and care routines are in place however, some lack the necessary details. Systems to evaluate practice support staff in improving standards which have a positive impact on children and their families.

What steps need to be taken to improve provision further?

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

- ensure all parents provide written permission for seeking emergency medical treatment (Documentation) 11/06/2010

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

- increase opportunities for staff to update their knowledge and understanding Safeguarding issues

- obtain written permission from parents for children to take part in outings
- plan opportunities to further enhance children's outdoor play experiences.

The effectiveness of leadership and management of the early years provision

There are clear policies and procedures in place to protect children from harm. For example, thorough recruitment and vetting procedures ensure that staff are suitable to work with children. Staff have good knowledge of safeguarding children and their roles and responsibilities in reporting concerns. However, staff have not updated their knowledge and understanding of child protection issues to fully safeguard children. Risk assessments are conducted regularly to keep children safe. Staff are vigilant in supervising children to ensure they remain safe in their indoor and outdoor environment. Effective security procedures ensure that children are safe and secure.

Detailed records, policies and procedures are in place and are shared well with parents and reflect current legislation. However, not all parents have provided written permission for seeking medical emergency treatment. In addition, some parents have not yet provided written permission for their children to be take part in outings. As a result, children's welfare is not fully protected.

The manager has a clear vision of the nursery and effectively shares her high ambitions for the nursery and is beginning to implement improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of parents, carers and the early years advisers. The nursery is taking steps to ensure that resources and the environment are sustainable. For example, the manager is working closely with the early years team to access funding to improve outdoor play resources that will have positive outcomes for children.

There is an effective key person system in place to ensure each child receives individual care to meet their needs very well. Staff are motivated, work well as a team and are knowledgeable about the children in their care. There is active involvement of all the staff in their planning meetings to discuss their ideas. Successful planning ensures that staff are suitably deployed and good quality resources are freely accessible helping children to make independent choices and to initiate their own play.

The nursery practice is fully inclusive where all children are valued and treated with equal concern. For example, boys and girls, children with special educational needs and/or disabilities, English as an additional language are provided with good opportunities to make equal progress in their learning and development. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and a sense of belonging. Positive images around the room also give children a sense of security. In addition, staff use key words in their home languages to communicate effectively with the children.

Partnerships with parents and carers are good. Positive links are established with

parents in supporting children's individual needs. Staff ensure that parents provide detailed written information about their children's individual needs including any special educational needs and/ or disabilities, medical or cultural and linguistic requirements. This leads to effective continuity of care. Parents receive a range of useful information about all aspects of the nursery at the admission stage; information is also displayed on the notice board and daily communications using home link books helps to keep parents informed about their children's achievements and well-being. Parents are provided with regular newsletters to keep them well informed about future plans and events. Parental support for the nursery is strong and parents spoken to at the time of the inspection speak highly about the provision.

Staff understand the importance of developing partnerships with others to benefit the children, such as seeking appropriate support from other professional agencies to ensure that children with special educational needs and/or disabilities benefit from a positive and rewarding experience. Staff work with the early years advisors to continually improve the provision for children's care and learning. The manager is beginning to establish links with other early years providers to share good practice to improve outcomes for children.

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

Children are interested and well motivated, because they are treated with warmth and respect in a very safe and inclusive environment. Staff have a good understanding of the Early Years Foundation Stage, which is reflected in the practice. As a result, all children make good progress in their learning and development.

Children are curious and keen to learn, because staff plan an exciting range of activities and set up the room to entice them to make their choices about what they want to play with. The planning is flexible, responding to children's individual interests, their starting point and their capabilities. In addition, staff effectively plans for individual children with the use of observations and assessments. The planning of the learning environment is linked to the six areas of learning and enables children to play freely and spontaneously. Staff observe and assess children's progress in all areas of learning and identify the next steps in their learning using good photographic evidence. Children's art work and drawings are displayed in their learning journals and parents are welcome to view and contribute any significant information to support their children's development.

Babies are well cared for and have their individual care needs met successfully by staff. They play with a range of toys that promotes the development of their senses. For example, they investigate and explore the sounds and textures of various objects in a treasure basket. In addition, staff ensure that the daily routine is effectively planned according to their individual needs and at their own pace. As a result, babies are happy and feel secure.

Staff provide very good support and spend quality time supporting and extending

children's play and learning experiences during a range of interesting activities. For example, children select their chosen books from a quality range of books in the cosy and comfortable book area. Staff skilfully ask children questions about the pictures in the book to promote critical thinking and to develop their communication skills. Children are developing their early mark making skills as they paint their pictures and have good access to a range of writing resources which they select independently.

Children are making good progress in their creative development. For example, they enjoy themselves during role-play activities and take pleasure in designing and creating their own models and pictures using a variety of materials. Children are provided with good first-hand experiences that encourage exploration and investigation. For example, children excitedly use torches to investigate light and dark and have good access to programmable resources as they find out why things happen and how things work. In addition, children observe living creatures such as mini bugs and enjoy learning about how plants grow and take great pleasure in watering their plants. As a result, children are developing skills that contribute to their future economic well-being

Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. Nappy changing procedures are thorough, which helps to reduce the spread of infection. In addition, children enjoy daily walks in the local community and are developing their physical skills during indoor play in a large studio room using hoops, balls, soft play, push along toys and a small climbing frame. However, staff are reviewing how they can plan daily opportunities to further enhance children's outdoor play experiences.

Children are encouraged to develop a healthy life style through the provision of healthy and nutritious meals and snacks that support their individual dietary needs. For example, they enjoy eating freshly prepared meals, such as meat lasagne with slices of cucumber and sweet pepper. Children have good access to their individual cups of fresh drinking water which they can help themselves to when they are thirsty.

Children are encouraged to learn about safety issues and how to keep themselves safe. For example, children take part in regular fire drills and are gently reminded about safety issues whilst playing. In addition, staff support children in taking safe risk by close supervision and encouraging their efforts.

Children are well behaved because they are actively engaged in the interesting activities provided which are aimed at their individual interests. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Staff regularly praise and use positive language which promotes their self-esteem and confidence. Children clearly enjoy their time at the nursery; they are secure, confident and happy.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Documentations) 11/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Documentations) 11/06/2010