

Nuffield Health

Inspection report for early years provision

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Inspector

Ann Moss

Setting address

Nuffield Health Fitness & Wellbeing Centre, Peaches Close,
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Telephone number

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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

Nuffield Health Fitness and Wellbeing Nursery opened in February 2010 and is one of 35 provisions nationwide. It is situated in a residential area of Sutton, in Surrey and operates from a ground floor room within the health club site, with facilities for the disabled. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. The nursery is registered to care for a maximum of 15 children in the early years age range.

This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. Currently there are 20 children on roll. There are five staff working within the nursery, all of whom have suitable childcare qualifications. The nursery receives support from Sutton Early Years Advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting recognises the unique characteristics of every child and ensures that each child's needs are acknowledged, affirmed and met. Effective support from staff ensure that children are well supported to make good progress in their learning and development. Children's safeguarding is given high priority and good partnerships promote welfare and well-being. Leadership is highly motivated and self-evaluation is embedded in everyday practice. Improvements have been made in line with recommendation from the local authority.

What steps need to be taken to improve provision further?

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

- improve the system for assessment, so that activities provided to support the next steps in learning are evaluated
- improve the system for maintaining records, in particular, recording children's dietary needs

The effectiveness of leadership and management of the early years provision

There are effective arrangements in place to ensure that children are safe and staff are aware of their safeguarding responsibilities. Procedures for recruitment are robust, which ensures staff are suitably vetted and qualified for their specific roles. A comprehensive set of policies and procedures, which are well maintained and understood by staff, facilitates the smooth running of the setting. Staff attend child protection and paediatric first aid training, and carry out and implement thorough on-going risk assessments. They are well deployed to provide children with a high level of support and make good use of the wide range of quality resources and facilities indoors to facilitate children's play and development opportunities. There

are clear policies and procedure in place for combating discrimination, and for identifying and providing additional support as early as possible so that no child is disadvantaged. Although the staff gather all relevant information relating to the individual needs of the children, the system for recording such information, for example, dietary needs, is not fully effective overall. Consequently, this could have an adverse impact on the children being cared for.

Self-evaluation is ongoing and all staff are reflective in their practice. The manager and staff have promptly identified the areas in which the quality of the provision could be improved further, such as developing the outdoor area and have taken steps to address this. She monitors staff training and development records to identify training needs and is proactive in seeking out training to keep their knowledge and skills up to date. For example, a member of staff is currently attending a course on the identification of children with special education needs and/or disabilities. This drives continuous improvement for the benefit of children.

Staff are dedicated to working in partnerships with parents and carers. Staff offer a very relaxed, friendly and supportive service and ensure adequate time is always available for parents to discuss any issues or concerns or discuss children's progress with their allocated key person. Parents are well informed about the Early Years Foundation Stage. They receive good quality written information about the setting, including easy access to policies and procedures, regular newsletters and opportunities to attend 'taster sessions'. This helps parents to understand about the service offered and how their child has spent their day. Parents comment on the staff's dedication, commitment and approachability and are very happy with the quality of care their child receives. The manager is aware of the need to link in with other providers to ensure continuity and progression in children's learning, although there is no clear system in place, as yet, she looking at ways to achieve this.

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

Children are provided with a broad range of experiences in the bright and stimulating environment which is organised to encourage curiosity and independence. Activities are planned to encourage exploration, problem solving and co-operation, and are regularly reviewed and adapted in light of children's needs and interests. Staff form excellent relationships with children, and engender enthusiasm for learning through the good use of praise and questioning. Regular observations and assessment of children are made and targets are set to ensure they make good progress in their learning. However, processes for reviewing and evaluating children's next steps in learning are still in its infancy. Staff share children's learning journal, photographs and scrap books of children's own work with parents which enables them to have an insight into their child's progress towards the early learning goals and to support learning at home.

Children are eager and enthusiastic learners. They quickly develop confidence, and learn to take responsibility for small tasks and to co-operate with one another. They are keen to express themselves, speaking confidently and listening

attentively to others. Their early reading, writing and mathematical skills develop well. Children's growing creativity and knowledge of the world is reflected through their art work and many opportunities for role play. They operate simple technology such as torches and interactive toys, developing skills for the future. Children enjoy using a variety of apparatus, such as a climbing frame, soft play, tunnels and parachute in activities planned to increase their control of movement. Staff support them well in learning to use a range of tools and materials such as scissors, pencils, brushes play dough and paper to support their manipulative skills.

Young babies are very well supported in making relationships, for example; the key person is available to greet them at the beginning of the session. They note the sounds and facial expressions babies make in response to affectionate attention and engage them in playful interaction that encourages them to respond to, or mimic adults in 'conversation'. Staff are sensitive to their changing needs and plan each session, so that young babies recognise and become familiar with the daily routines around feeding, nap times and activities that are consistent with their home routine.

Children enjoy healthy and nutritious snacks and meals and have independent access to drinking water at all times. They develop good health and hygiene practices through their daily routines, and their awareness of the need to keep themselves and others safe through their play and their very good behaviour.

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:

Met