

Nuffield Health

Inspection report for early years provision

Unique reference number EY406643
Inspection date 19/05/2010
Inspector Teresa Elkington

Setting address Nuffield Health, Crabbet Park, Turners Hill Road, Worth,
Crawley, West Sussex, RH10 4ST

Telephone number 01293884488

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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/crèche area situated in Crawley, West Sussex. All children share access to a secure enclosed outdoor play area. The setting serves members of the Health Club and the general public. The Nursery opens Monday to Friday from 8am to 6pm for 48 weeks of the year.

A maximum of 24 children may attend the nursery/crèche. Children may attend for a variety of sessions. Currently, nine children attend the nursery on a part-time basis aged from six months to under five years. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The group employs eight staff to work with the children, five of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a vibrant and caring environment where their individual needs are successfully met. Children's progress in their learning and development is good as staff plan stimulating play experiences. The setting adopts positive relationships with parents and carers which ensures consistency of care. The setting is fully aware of their strengths and weaknesses and has begun to self-evaluate their working practices to ensure continuous improvement for children.

What steps need to be taken to improve provision further?

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

- develop the use of systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded due to the staff's sound awareness of child protection issues and their clear understanding of the procedures to follow in the event of any concerns raised. A robust recruitment procedure is in place, which ensures staff are suitably vetted and qualified for their specific roles. Safety is prioritised within the setting, for example, through the use of clear door entry systems and thorough risk assessments being maintained. All records of information relating to individual children are in place, well maintained and effectively stored to ensure confidentiality. Good levels of cleanliness, alongside

good hygiene procedures, are maintained throughout the setting, which ensures that children's health and well-being are fostered at all times. Children learn about their own personal safety through gentle reminders from staff.

The setting has begun to use written self-evaluation which sets out clear and achievable future targets. The staffing team are fully involved in the evaluative process where they highlight areas for improvement and take responsibility for the development of areas within the setting. Staff deployment is good; they are supportive of children's individual interests, needs and desires which ensures that children receive a good balance of child-initiated learning alongside adult-led activities. Play space available to children is well organised to ensure their personal safety and well-being at all times. They have access to a wide range of good quality play resources which are supportive of their individual ages and stages of development. The setting ensures that inclusion and diversity are embedded in everyday practice. Children have opportunities to learn about the difference between people in society as they access toys and resources that promote positive images. The setting is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

Partnerships with parents are developing well. Staff are on hand to greet children as they arrive and are settled with the support of a key person. Parents have access to a range of policies and procedures which guide the practice of the setting. Information is exchanged both verbally and through written feedback sheets highlighting care routines and achievements of the day. The setting shares scrap books of children's work with parents which enables them to have an insight into how their child is progressing. However, the systems for observation and assessment are in their infancy which prevents the staff's ability to plan for children's next steps in their development. The setting is aware of the importance of forging links with other care providers to ensure a consistent approach to care and learning.

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

Children flourish during their time at nursery becoming confident, independent and autonomous learners. Practitioners recognise the learning potential from every opportunity which enables them to support, promote and extend individual learning, introducing vocabulary, developing skills and knowledge and provoking curiosity. Younger children happily approach staff for cuddles and support showing that they are happy and relaxed in their care. The vibrant learning environment and use of time, space and accessibility of resources significantly impact on children's confidence and their ability to make choices, which play an active role in their learning.

Children's welfare and safety is supported well. They learn about danger and personal safety by routine and staff example. Children clearly understand and relate to good hygiene during routine hand washing and use and dispose of tissues appropriately. Children enjoy healthy and nutritious snacks and meals and have independent access to drinking water at all times. Children's individual medical and

dietary needs and feeding routines are clearly maintained to ensure that these can be met at all times. The well balanced organisation of the day ensures children have suitable opportunities for physical activities as well as good provision for quiet rest and relaxation.

Babies are well supported as they develop their physical skills; soft furnishing are used in support of early sitting skills and also as they begin to pull themselves up to a standing position and as they cruise around the furniture. Older children show dexterity as they carefully manoeuvre wheeled toys in the outside play area.

Good behaviour management strategies are in place which help children to understand the importance of working harmoniously within the group. Consequently, children behave very well; they show kindness to each other and willingly support younger children. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own. Children develop effective skills which contribute towards their future learning. They become familiar with technology as they begin to explore the use of programmable toys. Mathematical concepts are encouraged through the use of practical activities and daily routines. Access to books across all of the age ranges within the cosy and well resourced book area encourages children's awareness and use of books, which are enjoyed through group story times and as individuals. The ethos of the setting enables positive outcomes for all children and their families.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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