

# Southfield Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY280116
<b>Inspection date</b>	17/05/2010
<b>Inspector</b>	Jackie Phillips

<b>Setting address</b>	1 St Clares Walk, Brigg, North Lincolnshire, DN20 8JS
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<b>Type of setting</b>	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*.

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## **Description of the setting**

Southfield Nursery registered under the current private ownership in 2003. It operates from a Georgian, detached property in the centre of the market town of Brigg, North Lincolnshire. The property has been converted from a former residential dwelling into nursery accommodation; playrooms, a staffroom, storage areas and toilet facilities are provided on two floors. Children have use of an enclosed garden, made up of paved, grassed and rubber surface areas. The provision is registered on the Early Years Register, to provide care for a maximum of 32 children under the age of five years, none of whom may be under the age of two. There are currently 39 children on roll. The nursery is open each weekday from 8.45am until 3.30pm, during term time only. Children attend from a wide catchment area, including the town and surrounding villages. The nursery welcomes and supports children with English as an additional language. There are six adults employed at the nursery, plus the owner/manager, all of whom hold recognised childcare qualifications. The provision has achieved level 1 of the local authority's, 'Steps to Quality' assurance scheme and is currently working towards level 2. The children keep goldfish as pets.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The needs of all children are routinely met, through highly effective working practices. Adults have an exceptional knowledge of each child's background and needs. Strong partnerships exist between providers, partners and parents to ensure information is regularly shared and successfully used to support children's achievements and well-being. The manager/owner is highly skilful and enthusiastic at communicating her clear vision for future plans to secure further improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improving records that request parents' written consent for the seeking of any necessary emergency medical advice or treatment.

## **The effectiveness of leadership and management of the early years provision**

Adults of the setting have a comprehensive awareness of safeguarding children and helping them to feel safe. Checks are carried out on all staff to make sure that there are no reasons why they should not be employed to work with children. A wide range of policies and procedures are in place and include well-established systems to carry out daily, visual checks of the premises, and report and address any hazards. All required duties are met, although records to gain parents' written

consent to seek any necessary emergency medical advice or treatment, are currently unclear. The premises are safe and secure and children show an excellent understanding of safety issues. For example, they have contributed to a 'code of conduct', are familiar with evacuation routines from the building and have benefited from visitors who share safety information, for example, police and firefighters.

The well-established and highly motivated staff team have high expectations and set high standards embedded across all areas of practice. Rigorous monitoring, analysis, evaluation and self-challenge enable the setting to devise exceptionally well-targeted plans. The progress and well-being of children is significantly enhanced by exceptional organisation, risk assessment and planning for continual improvement. A vibrant, child-friendly and welcoming environment is created, that is highly successful at being conducive to children's learning. Assessment of children's needs through high quality observations is outstanding and information gained is used very effectively to guide and inform planning. Adults have expert knowledge of how children learn and progress, based on making the process fun and valuing the importance of play. Planning reflects children's interests and is flexible to accommodate those who require additional challenge, those where learning requires repeating or reinforcement, and those who benefit from additional support. Systems for self-evaluation are good and have incorporated the views and opinions of staff, parents and children. A strength of the setting is the motivation to succeed and strive for continual improvement.

Outcomes are clearly attributed to the excellent use of resources including the deployment of staff, furniture, equipment, ideas for recycling and the wide variety of toys built up over a number of years. The accommodation is well suited to its purpose. Excellent use of space and innovative ideas of creating areas for rest, relaxation and learning, mean children benefit and thrive as a result of the successful organisation of the setting they are in. Partnership working is given high priority and makes a strong contribution to children's achievements and well-being. The highly inclusive systems of communication support consistent and productive relationships, resulting in children receiving excellent support, specific in meeting their individual needs.

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

Children demonstrate a strong sense of security and most are extremely confident and competent in communicating their thoughts and ideas. Children's behaviour is exemplary and they readily share, take turns and help their friends; for instance, they pour drinks for each at the snack table, or work together to wrap parcels when playing at the pretend post office. Children play an active role in their learning and show high levels of independence, curiosity, perseverance, concentration and imagination. They are interested in their environment and explore the inside and outdoors with enthusiasm and interest. For example, they use magnifiers to search for bugs and small insects, they know which of the herbs and plants in the garden smell lovely, and use brushes and water to paint walls and fences. The outdoor area reflects that of the successful, indoor learning

environment.

Children make significant gains in their learning. From the beginning, their progress is assessed based on their starting points and capabilities. A regular exchange of information helps to keep all key adults informed. Parents are encouraged to share in children's learning experiences and also contribute by being provided with ideas they can devise and implement at home. Children are able to follow good personal hygiene routines and have opportunities to engage in a wide range of physical activities, indoors and outside. This helps them understand the importance of exercise as part of maintaining a healthy lifestyle. Information is shared with parents regarding healthy food to consider for children's lunch boxes. This is extended to snack times where children are involved by choosing and serving themselves a range of healthy options. In the garden, children are able to grow fruits and vegetables, such as strawberries and potatoes. They question why they can't grow watermelons, a particular favourite.

High levels of confidence, independence and self-esteem are displayed by children. There are many opportunities for them to make choices and decisions, and their opinions and views are welcomed. All children are valued and engage in a broad range of activities and experiences which help them to value diversity. There are lots of pictures and posters around the setting of positive images, the majority of which are mainly cultural. Progress in communication, numeracy and development in information and communication technology is exceptionally good. The focus on phonics and early mathematical skills and concepts mean children's progress in specific aspects of the curriculum is exceptional.

Children enjoy a range of activities that foster their imagination and creativity. For example, art and craft resources are freely available, a graphics area encourages children to make marks and write spontaneously, and regular games are organised aimed at recognising and using numbers in different contexts. Role play is valued at helping children experience different situations, such as, through domestic play or pretending to be shopkeepers or postal workers. A wide range of learning opportunities are made available through first-hand, spontaneous and practical events; such as, through walks, trips and outings, visiting the local fishmonger or handling fish brought into the setting to experience the texture through close, observational inspection. Children make their own play dough, adding cocoa powder for a delicious smell. Their experiences of different materials and sensory resources are enhanced as they investigate the Atelier area, a newly created space for creative reflection.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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