

# Savoy Road Community Nursery

Inspection report for early years provision

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**Unique reference number**

EY402036

**Inspection date**

13/07/2010

**Inspector**

Rosemary Beyer

**Setting address**

Ings Children's Centre, Savoy Road, HULL, HU8 0TY

**Telephone number**

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**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*.

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## Description of the setting

Savoy Road Community Nursery is one of several day care settings run by Child Dynamix, a limited company and registered charity. It was registered in January 2010 and operates from the Ings Children's Centre within the Ings Resource Centre in the east of Kingston-upon-Hull. It is registered on the Early Years Register to care for a maximum of 24 children in the early years age group at any one time and currently 30 children are on roll. The setting is open from Monday to Friday all year round, between 8am and 6pm, except for a week at Christmas.

Children have the use of a ground floor purpose-built nursery, consisting of one main playroom and associated facilities, and a fully enclosed rear garden for outdoor play, incorporating an undercover play area.

The setting employs four full-time members of staff and has a pool of supply staff and a cook. All staff hold relevant childcare qualifications at level 3, and one has a Foundation Degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a very good knowledge of each child's needs, which enables them to promote all aspects of the children's welfare and learning successfully. The children are safe and secure at all times and enjoy learning about their local area, although opportunities to learn about the natural world are somewhat limited, as are opportunities to raise children's awareness of diversity. Partnerships with parents, local schools and other agencies are a key strength and ensure the children's needs are met and they receive any additional support they need. This means children make good progress given their ages, starting points and abilities. The manager and staff have started to use the online self-evaluation process and have highlighted aspects for future development to ensure the setting is responsive to the needs of all its users.

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

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

- ensure the safeguarding procedures for allegations made against staff are readily available within the setting (Safeguarding and welfare). 27/07/2010

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

- develop the outside area to provide opportunities for children to learn about the natural world and to promote their physical development

- develop the resources available to raise children's awareness of diversity.

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

The staff use comprehensive policies and procedures to ensure the setting is safely and efficiently managed and have attended safeguarding training. There is, however, no written procedure to follow if allegations are made against staff, although the manager is aware of how to proceed. Children are safe and secure on the premises, with access only permitted to authorised persons. Robust systems are in place for the appointment of staff, with appropriate clearances being implemented before staff are allowed unsupervised access to children. Induction procedures and an ongoing appraisal process ensure staff development or training needs are identified. The staff work well together and are keen to improve the quality of the provision.

Comprehensive risk assessments have been completed with a review date planned. Assessments are completed for outings and include the resources staff need to take. The premises are secure and the outside area is checked daily before use. Safety equipment is in place and the children have been practising the evacuation procedure so they know what to do in an emergency.

Children and staff have already moved the resources and furniture around to enhance access, with ongoing discussion about what is available. Future plans include the development of the outside area and improved access for children to information and communication technology. Both parents and children have been consulted about the garden and the equipment they would like to see installed. Some children cut out pictures from catalogues to show what they wanted to see and others put happy face labels on the picture questionnaires produced by staff.

The setting is open to all children and has a clear equality and diversity policy. Staff have procedures in place to enable them to care for children with English as an additional language or those with special educational needs and/or disabilities. They do not yet, however, have many resources to raise children's awareness of diversity, although some books and musical instruments are available, and festivals are included in the planning.

All staff have been included in the self-evaluation process, and comments from parents on questionnaires have also been used in the evaluation. Recent consultation about food with parents has been very positive and some have asked for recipes to use at home. All meals are prepared on the premises by the cook, who works with advisory guidance to ensure children have recommended size portions of low sugar and low salt foods. She also enables the children to help prepare some foods, such as pizza or sandwiches, and supports their baking activities.

The setting has good relationships with local schools and the staff attached to the children's centre, which ensures additional support or advice can be obtained if needed. It also ensures the transition from nursery to school is easier as the

children and teachers have already met. Staff attend case conferences or consultations if necessary to enable them to fully meet children's needs.

Partnerships with parents and carers have been built very successfully, and parents spoken to during the inspection are very happy with the care their children receive. They are confident that their children are safe and happy. The recent parent meetings with key persons have also made them aware of how their children's development and welfare are monitored and observed. Parents appreciated the opportunity to see the children's learning journeys, including the photographs used to illustrate the folders. They like to exchange information about their children's achievements at home with the staff, who also give them ideas for different activities to support children's learning.

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

The children are settled and happy with the staff; even those who are wary of strangers were comfortable with staff members close by when visitors arrived. During the inspection some children were having settling-in visits but they were so busy playing and building relationships with other children it was not obvious who they were. Staff use the information they obtain from parents to provide activities in which children are interested; for example, children who enjoy playing with animals are introduced to the farm when they arrive. All children are treated as individuals and, through good communication with parents, staff promote their interests, provide individual health plans if necessary, take account of dietary needs and ensure they are safe.

Resources are readily accessible to the children, who are able to help themselves to whatever interests them. Each child has an individual learning plan developed by their key person and, through a balance of child-initiated and adult-led activities, they are making good progress. Staff make regular observations, linked to the areas of learning, and highlight the next steps to promote children's development. They also identify any areas of concern and provide additional support if it is needed. Photographs are displayed around the setting showing the children participating in a wide range of activities, such as making pizza and buns. Some imaginative artwork is also on display using different colours and paint methods.

Children learn about the benefits of a healthy lifestyle through good hygiene practice, healthy eating, exercise and fresh air. They wash their hands before food, after playing outside and also after personal care. Most of the children eat very well. The menus are discussed with them when they are changed and special diets are respected with different choices for children with allergies, who are vegetarians or who have religious requirements. Food is attractively presented and children are developing independence by serving themselves and pouring out their own drinks. They say they enjoy their food and meal times are pleasant social occasions. Menus are on display and parents are kept informed about what children have eaten.

The children have fresh air each day, and even when it is wet they can use the covered outside area. The garden has not yet been fully developed so activities and opportunities to learn about the natural world are somewhat limited. Children do, however, enjoy being outside and have a range of ride-on toys to use. They move around confidently and capably, are starting to balance well and enjoy playing football.

Clear house rules are in place and the children behave well. They cooperate well, taking turns in their play, and older ones assist younger children if they need help, such as when putting on shoes to go outside. The babies like to watch the older children and are keen to join them. Activities are adapted to allow them to participate wherever possible, such as with soap flake gloop or play dough for them to investigate textures or with different mark-making materials to make pictures.

The children sit quietly to listen to stories but also enjoy participating in their favourite tales. Books are readily available from the adjacent library, so are frequently changed to promote children's interests. The children use books with care and know they can find out about things as well as enjoy stories. Their vocabulary and communication skills are developing well through conversations and discussions with staff. They quite happily talk about the nursery, the activities they enjoy and their holidays.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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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