

Nuffield Health

Inspection report for early years provision

Unique reference number	EY404650
Inspection date	21/07/2010
Inspector	Alison Reeves

Setting address	Nuffield Health Fitness & Wellbeing Centre, 6 Anchor Street Leisure Park, Anchor Street, BISHOP'S STORTFORD, Hertfordshire, CM23 3BP
Telephone number	01279507002
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 assesses 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 2010

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Day Nursery re-registered in 2009. It operates from the Health and Well-Being Centre in Bishops Stortford, Hertfordshire. They are open each weekday from 8am to 6pm throughout the year.

The Day Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children may attend the setting at any one time. There are currently 11 children aged from nine months to rising four years on roll, attending various sessions. The setting supports children with special educational needs and/or disabilities and welcomes children with English as an additional language.

There are five members of staff working with the children including the manager. Most members of staff have relevant Early Years qualifications. The manager and deputy are qualified at level three, one member of staff is working towards a qualification at level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the inclusive environment. The setting offers children plenty of varied play opportunities. Children are valued and develop respect for themselves and each other. The individual needs of children are met effectively because staff understand the Early Years Foundation Stage (EYFS) and how it underpins children's achievements in most aspects of their care and learning. As a result children make good progress in their learning and development. Positive partnerships with parents and carers help children to feel secure. The provider has established reflective practice to help identify the setting's strengths and areas to improve.

What steps need to be taken to improve provision further?

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

- develop a culture of reflective practice, self evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop partnership working with other settings delivering the Early Years Foundation Stage that children attend to ensure effective continuity and progression
- increase opportunities for children to develop healthy habits when they first learn about food and activity
- develop children's phonological awareness through rhyme, aliteration and their knowledge of the alphabetic code.

The effectiveness of leadership and management of the early years provision

Adults have a clear understanding of their duties and responsibilities regarding child protection issues and their practice is underpinned by a comprehensive safeguarding policy. Systems are in place to ensure staff regularly attend safeguarding training to ensure their knowledge is up-to-date with current procedures. Robust recruitment procedures ensure that staff complete the required checks to ensure they are suitable to work with children. Staff follow appropriate procedures to minimise risks to children and ensure the premises are secure. Risk assessments cover all aspects of the setting and include outings. Relevant information is requested from parents to support children's health, welfare and ongoing development.

Adults are focused on helping all children to make good progress in their learning and development, and promoting their welfare. They have a common sense of purpose that enables them to work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Self-evaluation takes into account the views of children and parents. It is generally effective in identifying strengths and weaknesses of the provision and those in charge demonstrate the capacity to target improvements effectively. Managers consistently communicate high expectations to adults working with the children about securing improvement. They stimulate the enthusiasm of staff and channel their efforts to good effect. Adults are reflective and make good use of this monitoring of activities to improve outcomes. Resources are well deployed and fit for purpose, they enable adults to support children's learning and development. The available resources are used well to achieve the planned goals and the environment is conducive to learning, safe and well cared for.

Adults appropriately and actively promote equality and diversity, for example, by displaying a number of posters featuring print from around the world. Adults have a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society they live in. They challenge negative behaviour such as discrimination, racism and harassment. Adults identify a child's need for additional support as early as possible. They share information and records with colleagues, parents and, where appropriate, with other agencies to ensure that each child gets the support required.

Effective links exist with parents and those with other agencies and providers are being developed. The setting has a highly positive relationship with most groups of parents and relationships are well-established ensuring each child's needs are met. The setting asks parents for their views and ensures that these are used to inform important decisions about the provision. Children have good opportunities to share their views about the provision and be involved in some of the decision making procedures. Parents and carers are kept well informed about their children's achievement, well-being and development. The setting helps parents and carers to support their children's learning by displaying photographs of the children engaging a variety of worthwhile activities and through sharing the observations and assessments in the learning journey books. This effective liaison with parents

contributes to improvements in children's achievement, well-being and development. There are clear and accessible channels for parents to communicate with the setting which adults actively encourage parents to pursue. The setting is beginning to communicate with other providers supporting children, although this is not embedded.

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

Children are supported by adults with a generally good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage. However, some lack confidence in teaching aspects of communication, language and literacy. Children's learning, social, physical and economic well-being is promoted by the interesting, well-equipped and welcoming environment that successfully reflects the background of those who attend and the wider community. Adults are effectively deployed to support children in their care, learning and play, particular emphasis is given to the care of babies who have an adult on hand at all times. Adults are skilled in supporting children in developing positive attitudes to learning by seizing opportunities as they arise to provide interesting activities. For example, whilst preparing a sticking activity, children begin to select tissue paper to stick on their animal pictures and adults asks about colour, some children answer but others are less sure. Adults identify the need for children to have more opportunities to explore colour. They then sets out colour matching boxes and plates at another table, several children join the activity and enjoy matching, naming and sorting the objects. Planning is of high quality and ensures every child is suitably challenged by the learning experiences provided. Activities are well organised and planning is based on thorough and accurate observations, assessments and matched to the full range of children's needs. Relationships are good and children's behaviour is managed well. There are effective partnerships with parents and those with other providers of the EYFS are developing.

Children are included effectively and all are making good progress in relation to their capabilities and starting points. Those learning English as an additional language are supported well and making equally good progress. Children are developing personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children are imaginative and show good levels of concentration, one child spends a considerable time developing a complex game with the dinosaurs. Many of the children enjoy looking at the books both independently and with adults in story sessions. Children have good relationships with adults and enjoy engaging with them. They are able to play well on their own and those from different backgrounds and cultures play in harmony. Children have established close friendships with their peers. Children are motivated and interested in a broad range of activities and take responsibility for what they do. Children move around freely, with babies enjoying the challenge of climbing in and out of the ball pool and using the blocks and small slide to pull themselves up to standing. Children participate in decision making about routines and activity planning. They demonstrate a willingness to keep themselves and others safe through their good behaviour and concern for others. Children are secure and have

a sense of belonging, babies and young children are supported in this with good quality interaction with adults and well organised bespoke routines. They know what is expected of them and demonstrate a clear understanding of how to stay safe independently of adult prompts. Most children show a good awareness about what constitutes a healthy lifestyle but this is impeded slightly by the limits of the food preparation area and access to outdoor areas. Nevertheless adults make significant efforts to provide a balanced diet with some fresh fruits and vegetables and go to long lengths to provide opportunities for energetic play by visiting local parks and making good use of the on site exercise and dance studio.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3
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