

# Nuffield Health

Inspection report for early years provision

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**Unique reference number** EY404702  
**Inspection date** 07/09/2010  
**Inspector** ISP Inspection

**Setting address** Nuffield Health Fitness & Wellbeing Centre, King Georges  
Sports Ground, Burr Road, LONDON, SW18 4SQ

**Telephone number** 02088741155

**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*.

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 & Wellbeing Centre is one of a chain of nurseries run by Nuffield Health. It opened in 2010 and operates from an open-plan room within the health centre. The nursery is situated in a residential and commercial area close to Southfields, located within the London Borough of Wandsworth.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. A maximum of 24 children may attend the nursery at any one time. There are currently nine children aged from three months to five years on roll. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. There is also a crèche available for users of the health centre which is open Monday to Saturday.

There are seven members of staff, five of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The new manager has a positive approach and high aspirations for the setting. She is able to identify most of the areas for development and demonstrates commitment to maintain continuous improvement. Self-evaluation is largely undertaken by the recently appointed manager and staff currently not extending to users of the setting. Children and staff have warm and happy relationships. Staff recognise the uniqueness each child brings and value their differences. Clear links are in place with parents but the setting have not yet developed any links with other settings the children attend.

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

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

- develop the written observation, assessment and planning system in order to demonstrate how each child makes progress in their learning and development
- introduce a system which enables parents to be involved when making decisions about the next stage of their child's learning journey
- develop links for children who attend other settings in order to support and complement continuity and consistency in learning
- identify further the settings strengths and priorities for development with reflective practice and self-evaluation to improve the quality of provision for children
- improve the hygiene procedures for children at snack and meal times to

minimise the possible spread of infection.

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

Appropriate employment procedures ensure that staff working with the children are suitable to do so. Staff understand their important role in safeguarding children. They know the signs and symptoms of possible abuse and are aware of their responsibilities to protect children. Children play safely as written risk assessments are in place and staff closely supervise the children. Clear procedures are in place to minimise children's risk of cross infection if anyone becomes ill. However, staff do not always remind the children to wash their hands before and after snack time. The setting is well-resourced. Babies and children confidently move about the premises selecting what they would like to play with from the bright and attractive toys. These toys give children positive images of the diversity of society and are available to everyone. Staff help children have positive male role models as some of the gym staff participate in the children's play.

Daily links with parents ensure a good exchange of information takes place about individual needs and supports continuity of care. For example, staff discuss the progress of potty training and how they can support this. Written diaries provide parents with information about their child's general well-being. There are not many opportunities to discuss learning and development and to involve parents in decisions about the next stage of their child's learning journey. The setting have not yet developed partnerships with other settings children attend. This does not support continuity and consistency of learning and care.

The recently appointed manager is motivated to seek further improvement and is effective at focusing on the settings priorities. For example, she has identified that the setting need to develop their system for recording observations, assessments and planning. Seeking the support of a colleague from another setting a new system has been devised. The manager demonstrates commitment to self-evaluation as she plans to extend this to parents, children and other professionals.

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

Through discussion staff demonstrate their knowledge of the Early Years Foundation Stage. They know each child well and are able to plan and provide activities which appear to support each child's development. A written system was in place to complement this knowledge and monitor progress but staff found this was not working. They have developed a new system but there are currently no observations in place. Staff support the children's learning and development by showing interest and enthusiasm and react appropriately to spontaneous interests. When the children show interest in the inspector's laptop and find letters of their name staff ask the children if they want to try and write some letters. They do this and staff provide support by showing the children what the letters look like on the

wall chart. The children then concentrate well as they attempt to write recognisable letters and some achieve this.

Children are happy in their play and learning. They have good relationships with staff and each other, regularly discussing a staff member who is not well. Children develop a positive self-image as they talk about home events and staff listen and discuss with interest. They happily talk about their new shoes and jumper for school. Staff extend language and thinking by asking open-ended questions. Children and babies enjoy looking at books which are suitable for their age and stage of development. They regularly practice mark-making using different sized pencils and crayons. Children are able to sort and count. These activities all help build a foundation for future life skills. Children have active imaginations selecting food from the home area before 'going on a picnic'. They use sponges as props when they pretend to go swimming. While there is not an outside play area staff make use of the local park and indoor spaces in the health club to provide children with opportunities to develop their large muscle skills. In the play-room they are able to use the slide and push wheeled-toys. Children learn about the different beliefs and cultures of society through planned activities.

Children behave well and know what is expected of them. They learn about the codes of behaviour as staff discuss these. For example, staff sit with the children and discuss why it is not nice to snatch. They also learn that they cannot always have their own way. When a child says she wants to paint, staff explain that they cannot at this time as they are about to have lunch and the child accepts this. Children learn about keeping safe as staff discuss when issues may be dangerous. Children are provided with a well-balanced diet and there is a clear system to manage dietary needs.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met