

Southmead Saplings

Inspection report for early years provision

Unique reference number EY248911
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Inspector Rachael Williams

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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

Southmead Saplings Day Nursery was established in 2002. It is managed by the North Bristol National Health Service Trust, primarily for children of Trust employees at local hospitals.

Children are cared for in self-contained accommodation on the ground floor of a Monks Park House. There are two separate units where children are grouped according to age; under two-year-olds and two to five-year-olds. Each unit has three distinct activity areas and an outdoor playground. Children under two years have a separate sleep room.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend at any one time. There are currently 60 children on roll, all of whom are in the early years age range. The nursery operates from 7.00am to 6.00pm, Mondays to Fridays, all year round excluding Bank Holidays. The nursery has experience of supporting children with special educational needs and/or disabilities, and supports a number of children who speak English as an additional language.

The nursery manager, who holds a level 3 early years qualification, is supported by 14 staff that work with the children, eight of whom hold a relevant childcare qualification. The nursery is a member of the Bristol Standard Accreditation Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Through effective monitoring and good target setting, identified priorities ensure that children make good progress in their care, learning and development. Overall, welfare is promoted well and, on the whole, maintenance and accessibility of records ensure that children are safeguarded. Parents play an active role, and positive and professional relationships have been established. Good arrangements are in place to ensure information sharing to ensure continuity in children's care

What steps need to be taken to improve provision further?

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

- develop systems to ensure records are easily accessible and available for inspection by Ofsted, in particular records of CRB disclosures (Documentation)

18/02/2011

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

- deploy staff appropriately to ensure younger children's needs are met and that daily routines are organised so that children are not sat inactive for long periods of time.

The effectiveness of leadership and management of the early years provision

Comprehensive risk assessments of all areas used by the children ensure safety is promoted well. On the whole, the maintenance of records, and the implementation of well-written policies and procedures, underpin the good service provided. However, although induction and recruitment arrangements are rigorous, systems to ensure that records are accessible are not robust enough. For example, proof of Criminal Record Bureau disclosures are not readily available at the nursery. Staff have good knowledge of child protection issues, through effective induction training and a comprehensive and well implemented policy.

Children benefit from well-organised learning environments. Each room has a particular theme and reflects an excellent balance across the areas of learning. Children have access to an abundant range of high quality toys and resources. In particular, there is excellent provision to encourage children's understanding of Information, Communication and Technology. Organisation of the rooms ensures that children are able to access these independently and to make choices about their learning. Children have a good sense of belonging through the close and caring relationships that are established. Each child has a peg with their photograph; older children confidently access their personal possessions, for instance when putting their coats on independently to go outside in the well-equipped outdoor provision. Staff have good knowledge of children's starting points and fully respect children's heritage, embracing festivals and cultures relating to their children and their local community. Parents are welcomed into the provision and contribute to children's understanding of diversity; for example, one parent has supplied chopsticks to celebrate Chinese New Year, and another has come and shown the children how to wear a sari.

Positive relationships are established with parents. They receive a wealth of information through regular daily discussions, a daily communication book and frequent parent evenings. One parent comments on how lovely the setting is, and how happy her son is when he sees the colourful mural on the double doors at the entrance to the provision. Good systems have been established to triangulate information between the nursery, parents and other early years provisions, for example through the use of a 'celebrating my learning' profile. This also supports the smooth transition to local schools. The nursery has worked closely with other early years professionals to ensure individual needs are met, for example, in order to establish accurate individual educational plans.

On the whole, effective monitoring systems have been established; for example, the nursery uses a recognised accreditation system, Bristol Standards, to improve the provision. Staff are proactive at accessing relevant training to support the

children, such as specific behaviour management courses to gain confidence in encouraging children to resolve conflicts independently. Staff meetings are used productively and all staff contribute to the self-evaluation process. Through this good teamwork, and professional development, the provision has a good understanding of it's priorities for the future, and how these will impact on children. For example, the toilet block for older children has recently been developed, and now encourages children's independence in self help skills and provides privacy. Parent representatives, alongside annual questionnaires, are used well to encourage comments and contributions from parents to improve the provision.

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

Children benefit from a safe and secure environment that is well organised to meet their individual needs. There are good procedures in place to ensure that children are protected for instance, through the use of a buzzer and keypad entry to the provision. Visitors to the setting are suitably monitored and their presence is accurately recorded. An accurate record of children's attendance is kept; however, this is not used effectively to monitor the ages of the children. Therefore, staff are not deployed effectively to meet the needs of the children. For instance, not enough staff are deployed to care for younger children and, as a consequence, babies and toddlers have too much time in large group situations, where they are inactive and unable to sufficiently explore their environment. The clear emergency evacuation procedure is well understood and implemented by knowledgeable staff. All staff have received appropriate training in order to use the fire fighting equipment. Children become aware of their own safety as they engage in regular fire drills that are well documented. Children show their understanding of the importance of fire safety in their role play, for instance by taking on the role of fire-fighters.

Children are developing an excellent understanding of healthy lifestyles. All children benefit from healthy and nutritious meals provided by the hospital's canteen. Rigorous systems have been established to ensure that children's dietary requirements and stages of development are met, and that children are able to make healthy choices. For example, a vegetarian option is always provided and all children can sample or choose this option. Independence is fully encouraged at sociable mealtimes; for instance, older children are able to serve themselves. All children are aware of hygienic routines and wash their hands prior to eating. Children are able to grow their own produce for the canteen staff to cook for them. Older children prepare their own snack of a selection of fruits and competently use knives safely. There are numerous opportunities for children to be outside and active; for instance, children engage in a yoga session and are very keen to share the exercises they have learnt and the effects they have on their body. Excellent hygiene arrangements in the baby unit ensure younger children's well-being. For example, stringent nappy changing arrangements ensure children are comfortable and clean whilst they sleep in named cots with individual linen. Staff have very good knowledge of children's routines to ensure their comfort; for instance,

information is gathered in an 'All About Me' profile and on individual health plans.

Children make good progress in their learning and development. In particular, exemplary observations, planning and assessment arrangements for the older children ensure that their interests and motivations are valued and respected, and as a result, children thrive. There is a good balance between planned and child initiated play. For example, younger children thoroughly enjoy exploring jelly, using their senses to investigate its properties.

Children are skilful communicators and are supported well by enthusiastic staff. Older children are very sociable and keen to share their experiences; for instance, a small group of three-year-olds confidently explain how to complete a game on the computer. They show good coordination as they manoeuvre the mouse and click on appropriate items to create a cake. Staff in the baby unit promote communication well, for instance, through the use of sign language to support singing activities. Younger children are becoming more confident in identifying their own needs; for example, when his nappy is being changed, one toddler comments 'dirty nappy off, clean nappy on'. Children confidently ask questions and listen well to instructions. For example, one child asks if he can bring some plastic animals to put in the water; he listens well and follows the instructions to retrieve them from another room. Older children are encouraged to review their day and reflect on their learning. They listen attentively in small groups, showing respect for their peers. Good systems have been established to encourage younger children to take turns; for instance, a sand timer is used to ensure that each child wishing to have a turn can have a go on ride-on-toys. They negotiate space well, using their feet to push themselves forwards and backwards; they are mindful of others and avoid collisions.

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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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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