

Summerhill Day Nursery

Inspection report for early years provision

Unique reference number	306502
Inspection date	14/02/2011
Inspector	Sue Anslow
Setting address	Summerhill, 22 Beechwood Drive, Beechwood, Prenton, Merseyside, CH43 7ZU
Telephone number	0151 606 1567
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

Summerhill Day Nursery opened in 1994. The nursery is run by a Board of Trustees as part of the Beechwood Community Trust. It operates from three main play areas on the ground floor of a purpose-built building. All children share access to an enclosed outdoor play area. The nursery is in the residential area of Beechwood, Prenton, Merseyside. It is open each weekday from 7.30am to 6pm, 51 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 35 children may attend the nursery at any one time. There are currently 79 children aged from birth to under five years on roll, some in part time places. The nursery currently supports children with special educational needs and disabilities and some who speak English as an additional language.

There are 17 members of staff, nine of whom hold Early Years Qualifications to at least Level 2. The manager of the nursery holds Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds' and works closely with local early years advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic and committed manager, along with her experienced staff team, provide and maintain high quality provision for all the children. Expert guidance and teaching ensures children learn and develop to the very best of their ability and general welfare requirements are well managed. The uniqueness of each child is valued and staff work hard to support their different ways of learning. Families are welcomed and services provided by the nursery reflect the needs and cultures of the local community. Continuity is promoted through highly effective partnerships with parents and strong links with other local facilities. Self-evaluation at all levels reflects the rigorous monitoring of what the setting does well and what needs to improve. Actions are well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

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

- ensuring all rooms record any medication given and inform parents acknowledge.

The effectiveness of leadership and management of the early years provision

Appropriate policies and procedures are in place to keep children safe and secure within the setting. Children's safety is given high priority at all times, with risk assessments carried out on all areas and resources children come into contact with. Staff are familiar with the safeguarding policy and are aware of the correct procedures should there be any concerns. Recruitment procedures are sound and rigorous checks are carried out to ensure the safety and well-being of the children and their families. Children are not allowed to be collected by anyone not known to staff and closed circuit television cameras are in place both outside and inside the building.

Summerhill Day Nursery was set up as part of Beechwood Community Trust as an integral part of services to the local community. It provides places for working parents as well as those doing training courses in the same building. The well qualified and experienced manager and her team of enthusiastic and committed childcare staff strive to cater for individual needs and particular requirements. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. The policy of employing more than the minimum ratio of staff-to-children means that children can be given a much higher level of individual attention. The recommendations raised at the last inspection were implemented immediately and systems for monitoring and evaluating the childcare practice as a whole are well established. Optimising the outcomes for children in every way possible is amongst the aims of the nursery.

Partnership with parents is well established from the start, with an induction programme of visits and meetings. Parents are given information about the nursery and there are many opportunities for discussions with staff. Information about the Early Years Foundation Stage framework is readily available and parents can discuss their child's progress with their key worker at any time. They have a good understanding of what their children are learning and how they can help them at home, through newsletters, displays and daily diary sheets. Seeking the views of parents, carers and user groups enables the nursery to continuously improve and ensure the provision of a good and appropriate service. Excellent links are made with local schools and early years professionals to ensure continuity of approach and the best possible support for all the children. The staff's excellent relationships with the children and their families develops an environment of confidence, self esteem and a positive attitude to learning.

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

Children make excellent progress in their learning and development through the expertise of staff and the provision of appropriate facilities and excellent resources. Children arrive excited and eager to experience the wide range of activities ready for them. They separate from their parents increasingly happily as their self confidence grows, and join up with friends to make tea in the home corner or play

in the sand. Children learn through play and the provision of meaningful real activities, for example, creating their own obstacle course outside to act out 'The bear hunt' story. They watch the progress of the flowers and vegetables they plant, and marvel at the different patterns they can make with leaves collected in the garden.

Children thoroughly enjoy the free-flow of activities between the inside and outside play areas. They can play quietly at a table cutting shapes in the play dough or 'paint' pictures on the flag-stones with brushes dipped in water. All areas of their development are promoted to the highest level as they gain an understanding of the world around them and learn to respect each other and their surroundings. Behaviour is exemplary because children are busy and interested in everything that is going on. Staff are on hand to help, guide and ask appropriate questions to encourage children work things out for themselves. For example, 'how many cheeky monkeys have we got left' and 'which one do you think is the tallest'. Through good role modelling and enthusiastic praise, children's self esteem is optimised and they are very proud to be chosen as 'star of the week'.

Activities are planned week to week to meet the needs of individual children, identifying next steps and based on what children know, can do and understand. A rigorous system of observation and assessment means that staff can plan specifically for the needs of each individual child. Starting points are assessed on entry and next steps are identified for all children, ensuring appropriate experiences are provided which enable them to achieve and move forward. Children with additional needs are catered for extremely well through joint work between staff, parents and outside agencies, if appropriate. New children are helped to settle in gradually, with games and activities adapted to suit their particular skills and levels of concentration. Staff know the children very well and tailor the daily routines accordingly. For example, during a circle activity on the carpet, some of the younger children's attention was drawn to the garage and cars on a nearby table. Instead of insisting everyone sit still and listen, staff were able to move to the side with some of the group.

Children are closely supervised and their health and welfare are paramount at all times. Doors and gates are locked appropriately and visitors are monitored. Children have a clear understanding of safety procedures and why these are needed. They practise fire drills regularly and know how to cross roads safely. Healthy eating policies are followed and children enjoy a variety of meals and snacks, freshly prepared on the premises each day. A water dispenser, situated in the largest play room, enables children to help themselves to fresh drinking water whenever they wish. Good hygiene procedures are encouraged with access to fresh air and exercise every day. Children can rest or sleep in comfort according to their individual needs. Any accidents or illnesses are managed well and most staff hold first aid certificates. Parents give written permission for staff to give any required medication. However, the doses given are not always recorded in a permanent way and fully acknowledged by parents.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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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