

Springtime Nursery School and Day Nursery

Inspection report for early years provision

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Inspection date	24/05/2011
Inspector	Jane Nelson
Setting address	Thorpe Road, Staines, Middlesex, TW18 3HD
Telephone number	01784 464316
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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

Springtime Nursery opened in 1988. It provides full day care for children aged three months to five years and out of school care for children aged five to eight years. The premises is a Victorian building which was previously a school in Staines and comprises of three play rooms, a communal hall, a kitchen, office, toilets and an outdoor play area.

The setting is registered on the Early Years Register and the Compulsory and voluntary parts of the childcare register to care for a maximum of 56 children under eight years old ,46 of whom may be in the early years age range. There are currently 105 children on roll and this includes 57 three and four year olds who receive funding for nursery education. There are currently no children on roll aged over five years. The setting supports children who have special educational needs and who speak English as an additional language. The setting operates from 8:00am to 5:30pm Monday to Friday throughout the year, with the exception of bank holidays and closure for a week at Christmas.

There is a staff team of nine full time and seven part time staff who work directly with the children, of these ten have a recognised childcare qualification to level three, two have foundation degrees and the manager has a BA Honours Degree and Early Year professional Status. Two staff have an NVQ level two childcare qualification. The setting has access to ongoing training and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is supported well through the staff team's secure understanding of each child's individual needs and interests, which is used effectively to plan and provide a good range of interesting, age appropriate play and learning experiences. Good relationships with parents are built and result in information being shared well and continuity of care being provided. Partnerships with other professionals and local schools are very effective. Documentation and records are well organised and most contain all the relevant information. Self-evaluation is used effectively to review, monitor and focus future development.

What steps need to be taken to improve provision further?

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

- monitor the organisation and the use of children's bathroom area, to maintain privacy during busy times in the daily routine
- develop the use of observations and assessment to reflect children's progress

over time, identify children's next steps constantly and support older children as they prepare for the transition to school

- review the process for obtaining parents consent for emergency medical treatment

The effectiveness of leadership and management of the early years provision

Staff understand their own, and the manager's responsibilities relating to child protection issues, and understand the procedures to follow if concerns arise or an allegation is made relating to a member of staff. Several staff have attended safeguarding training and documentation reflects that procedures are followed and implemented effectively. The staff team are appropriately vetted, suitably qualified, and experienced. Clear systems are in place informing volunteers of their roles and responsibilities, resulting in volunteers enjoying their time spent helping in the setting. The staff team are well deployed and supervise children vigilantly, while encouraging independence and an understanding of their own safety. Risk assessments are used to identify and minimise potential hazards, the required records are maintained and updated regularly and as issues arise.

The management team, have a clear vision for the setting and each work flexibly while understanding their own, the proprietor's and each other's roles, and how these compliment each other. The result of this is a cohesive and effective management team whose commitment and values are reflected in the welcoming atmosphere and well resourced setting. The staff team thoroughly enjoy their work, take pride in what they do, and demonstrate a strong commitment to increasing and developing their own qualifications. Various forms of self-evaluation and reflective practice are used effectively to target and review areas for future development. For example the recent trial of the use of daily diaries for a small number of the nursery age children, was introduced, and reviewed as not being an effective use of time or proving an effective way to involve parents in their children's learning and share information. Recommendations made during previous inspections have been addressed, and together with the effective use of training, this demonstrates a good commitment to ongoing improvement. The required records and documentation are maintained and generally very well organised, however on occasion some information relating to parents consent for emergency medical treatment lacks detail.

The staff team use their detailed knowledge relating to children and their interests, to focus their daily planning and provide of a good range of play opportunities and activities that promote children's learning and development well. The setting is well resourced with a good range of play materials and equipment that are supplemented with the use of real life every day tools and objects, such as, cooking pans and utensils and different lengths of material that encourage and stimulate children's imagination and creativity. Observations and information relating to children's developmental progress are recorded regularly. This system has recently been reviewed and is not yet fully developed, for example, to consistently include children's next steps, demonstrate their progress over time and on occasion to identify suitable challenges for older children, particularly in the

last few weeks prior to them leaving to attend school.

A welcoming and friendly atmosphere is created in the setting, encouraging and promoting children's personal social and emotional development and building their self confidence. Space in each room is used flexibly and creatively, according to the individual needs of children and the age range the room is catering for. The communal hall area is used for physical activities such as games, music activities and at lunch time for the older age group of children to eat their lunch. Children are generally well supervised when they are using the bathroom area, however, at busy times in the daily routine there are occasions when the location and supervision of the bathroom area does not fully ensure privacy. There is access to a covered courtyard area and additional daily use of the neighbouring school's playing field which provides good opportunities for daily exercise and outdoor play.

Good communication and relationships with parents result in parents feeling reassured that their children are happy and enjoy their time at the setting. Parents praise the setting and staff highly, and comment that their individual needs are respected and included in their child's experience at the setting. Some parents, whose older children have attended the setting, have chosen to return with younger siblings following their positive experience. Parents feel information is shared with them well and they are aware of changes or when new systems are being implemented, such as a recent trial of daily diaries. Partnerships with other settings, such as, the local school are effective and help children make the transition from nursery to 'big school' confidently. The setting works effectively with other professionals involved in children care supporting individual children and making a strong contribution to children's achievement and well being.

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

Children demonstrate they are happy, secure and thoroughly enjoy their time at the setting. They are learning and developing skills they will use in the future, through their play and exploration, and as they increase independence. Children behave well as they are busy, engaged and interested in the stimulating range of interesting play experiences and activities that staff plan and provide. Children receive affectionate, supportive and encouraging interaction with the staff team, who know children well and provide close reassurance as they investigate and explore.

The calm and nurturing atmosphere in the baby room encourages children to feel emotionally secure, develop independent physical skills and investigate their surroundings as they increase and develop confidence at their own individual pace. Children enjoy being outside on a sunny day, they have their morning snack sitting cosily with staff on a ground sheet in the school playing field. Individual routines are followed, for example, babies snuggle into staff as they are fed their bottle, and then settled cosily with their snuggle blanket in a buggy for their nap, while older babies sit on the ground sheet on the grass to eat their healthy snack of carrot sticks. Children's language development is encouraged through conversation

and repetition. Staff talk to children about the things they can see and hear around them, such as, the birds singing, and an aeroplane flying overhead. Children feel the wind blow on their faces and hear it rustle through the trees. Children have great fun, vocalising, laughing and smiling as they watch and chase bubbles, that a member of staff has blown in to the air, floating away in the wind. Older children are engrossed in activities, such as, pouring, spooning and feeling a large amount of gloop in the water tray. They spoon the liquid into empty yogurt containers, letting it overflow and trickle over their own, and a member of staff's hands and travel up their arms. Children concentrate as they carefully fill the yogurt pots talking about how the mixture feels on their hands, saying it is cold and comparing it to snow and recalling when they played in the snow. When they finish playing with the gloop children, know their hands need washing and go to the bathroom with a member of staff to wash their hands, commenting that most of the gloop disappeared when they washed their hands under the tap. Children thoroughly enjoy stories and listen intently to a story about an Owl family, story props relating to the owl family are used and children count the number in the family and join in with familiar phrases in the story.

Older children are creating their own imaginative play as they help themselves to easily accessible resources presented in low storage cubes. They use scarves and pieces of material to create wrap around clothes and help each other to dress in these. They cover their heads in lace and wrap a larger piece of material around their torso, describing it as their wedding dress, and comparing their headdress to the recent Royal wedding. Children help themselves to tools and a hard hat from a selection of workmen equipment. They put on the hard hat and use the tools, one by one, operating each tool on the nursery wall. Children confidently use the computer. Manipulating the mouse and enlarging and reducing the size of illustrated characters and equipment, in the computer program they are using. Children use books independently and enjoy impromptu stories, and using the books themselves to retell familiar stories

Children are developing independence and learning about their own health and hygiene through practices that are embedded in the daily routine. For example, they are supervised by staff in the bathroom area and know they need to wash their hands after using the toilet and before eating. Babies have their hands wiped with wet wipes before and after snack and meals. Children can either bring their own packed lunches or have a cooked lunch which is prepared in the neighbouring school kitchen. Healthy snacks of fresh fruit are provided. Children are learning about their own and each other's safety, through clear explanations and discussions with staff, such as, why it is not safe to lift heavy toys over their heads. Children demonstrate an awareness of space and setting their own perimeters when playing in the playing field which is a very large area. They know they need to stay close to staff and each other, and respect the limits set by staff.

Children see the world around them reflected in the resources they use daily and creative displays, such as, a variety of illustrated food labels in different languages displayed at their level. Individual needs are respected and where English is not children's first language, familiar key words are obtained from parents enabling staff to use these to communicate and reassure children. Good links with the neighbouring school and children's centre provide opportunities for children to be

involved in the local community. The daily walk to and from the playing field involves passing workmen who are digging up part of the school playground and children stop to say hello and watch the workmen drill for a minute or so.

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	2

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	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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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