

# Severn Lodge Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	302062
<b>Inspection date</b>	31/05/2011
<b>Inspector</b>	Mr Rasmik Parmar
<b>Setting address</b>	Severn Lodge Nursery and Pre-School, Severn Lodge, Severn Road, Bradford, West Yorkshire, BD2 4LS
<b>Telephone number</b>	01274 637425
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<b>Type of setting</b>	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.

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**

Severn Lodge Nursery and Pre-School is privately owned and was registered in 1999. It operates from a converted Victorian detached property set in its own grounds in Bradford, West Yorkshire. The setting is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year, except bank holidays. The nursery serves the local culturally diverse community and surrounding areas. Children have access to secure outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 67 children may attend the nursery at any one time. There are currently 94 children in the early years age range, of these, 49 children receive funding for nursery education. Children attend for a variety of sessions each week. The nursery supports children with English as an additional language and has systems in place to support children with additional needs.

The nursery employs 18 staff, of whom all hold appropriate early years qualifications. The manager holds a Foundation Degree in early years. The setting receives support from the local authority and is a member of the National Day Nurseries association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with good levels of care and make consistent progress in their learning and development in an inclusive environment. They are settled, independent and enjoy a stimulating range of play opportunities to meet their needs and interests. Effective monitoring and analysis provides areas for sustained improvement.

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

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

- extend further children's growing independence, particularly at lunch time.

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

Children's welfare is continually safeguarded as staff have a firm understanding of their role and responsibilities in relation to protecting children from abuse and neglect. Their knowledge and understanding of potential concerns and how to respond is secure. Routines within the setting ensure that children are not left unattended with un-vetted adults. Recruitment and induction processes ensure the suitability of all staff. Comprehensive policies and procedures are shared with

parents underpin the good practice of the setting. Children's safety is promoted as effective procedures and precautions are taken to prevent accidents. Good ratio of staff ensures children are well supervised at all times. Children are protected and their welfare promoted through regular risk assessments of equipment and premises which includes an annual comprehensive risk assessment.

The setting is well resourced, bright and welcoming. Both indoor and outdoor areas are well organised to support children's learning in all areas. There is easy access to toys and equipment as these are well arranged at a low level to encourage complete independence. Displays of children's work adorn the walls, which ensure that they feel valued and have a strong sense of belonging. Children are well cared for in a fully inclusive setting where staff know children and fully respect their individual needs. Parents are provided with clear and comprehensive information through notice boards, daily exchanges of information and annual parents' evening. They are also given regular information about the planning to enable them to develop children's interests further at home. They are encouraged to visit the setting to find out how their child is progressing and they have free access to children's assessment records, which they discuss with the key-person's. This contributes to consistency of care for children and ensures that parents are actively involved in their child's learning and development.

Transitions to school settings are supported well through passing on children's progress sheets to the teachers. Children visit their first schools with staff from the setting so that they become familiar with the new surroundings. Also, school teachers visit the setting so that they gain useful information about children's background. Hence, the impact of the partnership between the settings is that there is consistency in children's learning and development, contributing greatly to children's achievement and well-being. Staff make positive improvements in developing the care and learning provided for all children by fully implementing the Early Years Foundation Stage. They monitor their practice and are confident in identifying areas for improvement as part of maintaining continuous improvement. There is a strong ambition within the staff team to develop better outcomes for children by constantly improving staff knowledge and improving their qualifications. Also, improvements made to the outdoor play areas and upgrading of the wooden conservatory to a stone extension, greatly enhances children's learning opportunities, resulting in very positive outcomes.

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

Children get on well together, share their toys and take turns. They proudly help each other when they have difficulty with an activity. Children behave well and thoroughly enjoy the friendships they have made as they recognise that playing in groups enhances their opportunities. They enjoy playing with small world resources and develop their writing skills when they use a range of mark-making resources, such as, pencils and crayons. Counting skills are reinforced through number puzzles and sorting activities. There are opportunities for children to develop their understanding of the wider world when they celebrate festivals, such as Chinese New Year. Children's awareness of the world around them is supported

through explanations, images and resources that positively reflect diversity. They form caring friendships, play safely and show consideration for others, contributing towards their skills for the future.

Staff maintain informative observations of children at play and their evaluations reflect an understanding of each child's developmental stages and needs. They identify the 'next step' in children's learning and development and together with their growing interests, plan further activities. Regular assessments of children's progress towards the early learning goals, ensures their development is monitored. Mealtimes are social occasions when children are learning about healthy choices as a good balance of home cooked meals, vegetables and fruit are available, which meet their individual dietary requirements. Children are encouraged to become aware of their own fluid intake from a young age as drinks are always available. However, there are missed opportunities for older children to extend their growing independence at lunch times as staff serve the meals to children.

Children develop a wide range of physical skills when they engage in robust physical play outdoors. They enjoy fresh air and daily exercise outdoors and experience all types of weather. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children have frequent opportunities to enjoy moving to music, developing rhythms and exploring their feelings through reacting to different types of music.

Consistent routines effectively promote children's good health and well-being. Staff and children follow clear procedures to prevent the spread of infection. Staff carry out hygienic practices during nappy change and children follow hand washing instructions that are clearly displayed. Most staff hold valid first aid certificates so that they are able to effectively attend to children if there is an accident. Staff have a consistent approach to managing behaviour and are good role models for children. Clear boundaries are in place and children respond very well to requests. Praise and encouragement helps children to feel valued and build their self-esteem. Children are learning how to keep themselves safe as they engage in daily routines and use equipment safely, gently supported by staff. Children are developing skills for the future and enjoy using the computer and electronic toys and resources. They learn to use the mouse with ease and the programmes available are adapted to meet the individual needs and abilities of children. Children learn about the natural world as they interact with giant African snails or insects from the garden. They watch flowers and herbs grow and they harvest and eat strawberries and tomatoes.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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