

Springfields Day Nursery

Inspection report for early years provision

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Inspection date

01/08/2011

Inspector

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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

Springfields Day Nursery is one of 81 national nurseries run by Asquith Court Nurseries Limited. It opened in 1989 and operates from six rooms within a converted school building. It is situated within a residential location in Lichfield, Staffordshire. A maximum of 134 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure, enclosed outside play area.

There are currently 163 children under five years on roll, some of whom receive funding for nursery education. The nursery supports children who have English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 44 staff, of whom 35 hold early years qualifications to level 2. One member of staff has recently achieved Early Years Professional Status and one member of staff has a degree in Early Childhood Studies. Three members of staff are working towards a foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a very warm, welcoming and exceptionally stimulating environment where children make excellent progress in most areas of their learning and development. The partnership with parents and carers, along with staff's total commitment and enthusiasm in all that they undertake, is significant in ensuring that all children are fully supported. This enables children to reach their full potential. The management team share their vision for improvement most persistently and effectively.

What steps need to be taken to improve provision further?

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

- increase further opportunities for all children to make effective use of the outdoors to promote exploration, experimentation, interest and curiosity across all areas of learning.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding, using the robust policies and procedures in place. These are clearly understood and implemented by staff, who recognise first and foremost the importance of reporting any concerns to the relevant agencies to ensure children are protected from harm. The recruitment

process carefully ensures that staff are suited to the post and appropriate checks are completed to confirm their suitability with regard to working with children. Children play in an environment where resources are well organised and practitioners' vigilance ensures that children play safely. A thorough and robust risk assessment is implemented consistently by all staff to ensure children are safe during their play. However, staff also recognise that children should not be overprotected or restricted in the challenges they undertake as this may potentially prevent them from learning about how to keep themselves safe. Staff talk to children about safety and show children how to use equipment and resources appropriately before they use these independently. This means that children approach challenges confidently, such as negotiating the climbing wall, using the hand and footholds to manoeuvre up and down. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and stored appropriately to ensure confidentiality is maintained.

The manager effectively leads a team of staff who share her high aspirations to provide the best early years education. Staff are valued and included in the monitoring and evaluation of the nursery's practice to ensure that a close check is kept on all aspects of the provision and the impact this has on outcomes for children. Self-evaluation and reflective practice are used exceptionally well to maintain ongoing improvement and this is a real strength of the nursery as all staff continue their relentless pursuit of excellence. Staff regularly attend training, and information and new ideas gleaned are used most effectively to improve practice. For example, transition and 'moving on' between nursery rooms and then to school has been significantly enhanced for all children as a result of a member of staff completing her Early Years Professional Status. Staff demonstrate a high level of competence, which is recognised by the management team, resulting in responsibilities being delegated according to staff's specialism or interest in a specific area.

The partnership with parents and carers is a strength of the provision. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information in a variety of formats. They value the time that their child's key person takes to regularly share information about all aspects of children's learning and how this can be further supported in the home environment. Parents are actively encouraged to record children's personal achievements on 'jottings' to fully support their child's learning and development. Home languages and cultural backgrounds are highly valued and respected, with some parents becoming actively involved in this. Parent's forums and information evenings impart a wealth of information, while workshops and activity sessions help parents to understand the learning taking place through their children's play.

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

The nursery's strong ethos is demonstrated in the outstanding guidance, care and support provided for all children. Highly experienced staff, with an excellent knowledge of how young children learn, are a key feature of the nursery's provision. They are committed to providing rich experiences for children to enable

them to achieve well. Exciting and innovative activities developed through children's interests are meaningful and fun. The seaside theme arising from children's holiday experiences provides lots of exciting and challenging experiences for them to investigate and work collaboratively, for example, transforming a car into an ice cream van. Children bring in photographs and artefacts from their travels to share with their peers and also add to the ever-growing display. Staff undertake observations using a variety of formats, leading to accurate assessments of children's abilities. High levels of communication between staff ensure that the progress that children make is comprehensively shared and the information used effectively to support children's further achievement. As a result, children make significant progress in their learning and are well equipped with the skills for future learning. Reflective practice is routinely undertaken by all staff. This results in a targeted action plan to bring about ongoing improvements for each of the rooms as well as the nursery as a whole. For example, staff consistently evaluate the strategies used to promote children's learning and have reorganised the physical environment to increase access to resources. They have also created a free-flow system in some areas of the nursery, providing access for older children to explore the outdoor environment whenever they choose. However, although plans are in place, similar opportunities are not yet available for younger children, but staff ensure that they all play outside on a daily basis. Feedback, views and opinions are sought from staff, parents and the children in order to inform future planning. Recent consultation through a parents forum has resulted in a member of staff compiling a resource manual of activities, recipes and songs that parents can share with their child at home to consolidate their learning.

Rooms are filled with high quality displays conveying the excellent achievements and learning undertaken by all children. For example, children's creativity, expressiveness and originality demonstrated in their innovative artwork is professionally displayed in glass frames. Posters, pictures and other displays strongly convey the setting's positive attitude to cultural diversity, disability and inclusion. Children develop an accurate understanding of other cultures and disabilities due to the implementation of related activities reflecting the cultural make-up of the setting. For example, children recently celebrated Fastelavn, an old Danish carnival custom. With parental support, children learned songs and played traditional games. In order to fully reflect the inclusive ethos of the setting, grandparents who flew over from Denmark were invited. There are no children attending who have special educational needs and/or disabilities. However, staff are fully aware of the importance of working with outside agencies to support children's welfare and development.

Children demonstrate a clear recognition of following good personal hygiene through the established and well-practised routines. They keenly demonstrate their understanding of why they must wash their hands so that 'they do not get any germs'. Lunchtimes are expertly managed to be sociable learning occasions where children develop good manners and make sensible healthy eating choices. Staff and children sit together and have delightful and engaging conversations, often reviewing what the children have learned. Children's behaviour is excellent because staff have consistently high expectations to which they readily respond. Children quickly develop an understanding of the difference between right and wrong, and relationships between them are caring and considerate. For example,

when one child falls over and hurts his knee, another child says, 'I will get a paper towel for you'. Children offer to help staff by picking items up off the floor or fetching resources from other areas within the room. Children make an excellent contribution to the nursery community and eagerly take responsibility for putting things away, tidying up and supporting one another.

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