

Summerfields Nursery

Inspection report for early years provision

Unique reference number EY347790
Inspection date 20/10/2011
Inspector Parm Sansoyer

Setting address Summerfield Nursery, Ashlands House, Hartshill Road,
Hartshill, Stoke on Trent, Staffordshire, ST4 7PS
Telephone number 01782 740 235
Email summerfieldsday@hotmail.com
Type of setting Childcare - Non-Domestic

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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

Summerfields Day Nursery opened in 2002 and changed ownership in 2007. The nursery operates from a converted hospital in Hartshill, Stoke on Trent. Children have access to a secure enclosed outdoor play area. The setting serves the local and surrounding areas.

A maximum of 105 children from birth to eight years may attend, of whom no more than 41 maybe under two years at any one time. In the nursery, there are currently 60 children on roll, all in the early years age group. The setting also offers a before and after school club and a holiday play scheme. Currently there are 18 children on roll, of whom 11 are under eight years and of these seven are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three- and four-years-old. The setting supports children with English as an additional language.

The setting is open each weekday from 7.30am to 6pm, all year round. There are 12 staff employed. Of these one holds the Early Years Professional Status, one holds a qualification at level 6 in early years, two hold a qualification at level 4 in early years, seven hold a qualification at level 3 in early years and one holds a qualification at level 2 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy, content and comfortable within this vibrant and well-organised environment. The use of resources, environment and teaching methods, which are mostly effective, help children make good progress in their learning and development. Supporting children to use information and communication technology is strength of the setting. There are effective procedures in place to ensure all children are kept safe and all staff have a good understanding of safeguarding issues. Relationships with parents and carers and the local schools and agencies are strong at all levels. Those in charge have good aspirations for quality and there are effective systems in place to continually secure improvement.

What steps need to be taken to improve provision further?

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

- develop further the role play areas, sand and water play to extend more fully learning opportunities for children
- increase opportunities for children aged from two to three years to more freely use art and craft to further extend their creativity.

The effectiveness of leadership and management of the early years provision

There are clear written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children are suitably vetted, inducted, qualified and experienced. All the required records, policies and procedures, including written risk assessments, help secure children health, welfare and safety.

The well-established staff team work well together and provide a well-organised educational programme which offers a broad range of experiences for children across all areas of learning. Children benefit from separate rooms according to their age and ability and these areas are mostly organised well for children to freely explore and investigate. All children, including those with English as an additional language, are supported well by staff that are friendly and caring and take the time to find out about each individual child's interests, development and learning needs. An effective key worker system ensures that children's welfare and development is monitored effectively and this information used well to plan for their next steps in learning.

The strong management team and the clear roles and responsibilities clearly add to the smooth running of the setting. The management team are involved within all aspects of the provision and always strive to achieve good quality standards in the service they offer. Self-evaluation is accurate and realistic and involves the staff team and parents, which helps shape the service offered. Good progress has been made since the last inspection and all the recommendations tackled well to improve outcomes for children in their welfare and learning. Therefore, the capacity to maintain continuous improvement is good.

Effective partnerships between staff, parents and their children means parents are kept well informed about the provision and about all aspects of their children's achievements and progress. Parents and carers are positive about the setting and are actively involved in supporting their children's learning. Partnerships with the feeder schools are effectively established to help support transition and continuity of their education and care. Links with the local children's centre are strong as staff use this resource well to further support parents who may benefit from services on offer.

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

Children's personal, social and emotional development is fostered very well. All children including babies develop close relationships which are warm and caring with adults. Children are confident and have a real sense of belonging, trust and feel safe. Consequently, they are happy to explore and investigate their

surroundings, both outdoors and indoors. All children are well behaved and show good levels of concentration and involvement in their play and interactions.

Children's communication, language and literacy is supported well. Staff plan and use an interesting range of books, props and songs, often in relation to the theme and children's interest, to help reinforce learning. Children begin to develop a fondness for books as they use the cosy book areas available in all the rooms. Children build good foundations for early literacy through having good opportunities to make marks, recognise their names and make sense of visual signs and symbols. For example, the Smart Board is used extremely well by the older children as they find their name to self-register by using the touch screen.

The children's knowledge and understanding of the world is supported very well to help them make sense of the world. Children benefit from meaningful experiences as they plant and care for flowers, vegetables and herbs in the garden area. Staff use the natural resources and the changing seasons very well to provide good first-hand experiences for children. For example, fallen leaves are made available for babies to explore and investigate and older children use these as part of their activities both outdoors and indoors. Children learn about their local environment as they visit the parks, shops, museum and church. All children, including babies, have good opportunities to use programmable toys and information and communication technology. For example, younger children explore and find out how things work as they use a varied range of programmable toys and resources with knobs, flaps, keys, shutters and mirrors whilst older children show a real interest in the Smart Board and confidently use it to support their mathematical learning and literacy skills and increase their general knowledge about the world, people and how things work. Children begin to gain an understanding of other cultures and diversity through themed activities and by accessing a varied range of resources.

Children's problem-solving, reasoning and numeracy is building well. They seek patterns and find out about and work with numbers, counting, sorting and matching. Children learn about early calculation as they participate in singing number rhymes. However, older and more able children have fewer opportunities to freely use the sand and water to consider concepts, such as weight, measures and capacity and to question why things happen, such as floating and sinking. Children enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of art and craft materials and using the role play areas. However, the role play areas do not always offer sufficient challenge to further extend children's learning and the art and craft is not always made freely available for children from two to three years to use at their own leisure.

Children attending the before and after school and holiday play scheme benefit from a broad range of arts and craft and creative experiences. They enjoy well-planned visits to places of interest and leisure activities and also benefit from visitors to the club who deliver a range of physical activity workshops.

Children learn how to stay safe through themed activities, and learn about the importance of minimising risk. This is demonstrated well as they carefully and

orderly manage the stairs within the setting. The extent to which children adopt healthy lifestyles is good. Children under two years especially benefit from the access to fresh air and the outdoor environment throughout the session which contributes significantly to their health and wellbeing. Older children have daily opportunities to increase their physical skills and be outdoors. Children benefit from and enjoy healthy and nutritious meals, snack and drinks which are freshly prepared on the premises. Children develop a good understanding of the wider world and are supported well to make a positive contribution, which contributes well to helping children develop good skills for the future.

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