

Serendipity's Day Nursery and Pre School

Inspection report for early years provision

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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

Serendipity's Day Nursery opened in 2007. The nursery is one of four nurseries run by the same provider in Nottinghamshire. It operates from a large Victorian detached house in Newark. The nursery is on two floors and uses a variety of rooms for different ages. The ground floor of the premises is accessible to all; however, facilities for older children are accessed via a flight of stairs. Three separate enclosed areas are used for outdoor play. The nursery is within walking distance of Newark town centre.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 47 children under eight may attend the nursery at any one time. There are currently 76 children on roll, of whom 70 are in the early years age group. Children attend both on a full and part-time basis. The nursery provides nursery education grant funded placements.

The provision is open Monday to Friday 7am to 6pm all year round except for bank holidays. An out-of-school service is available before and after school and during school holidays. The setting welcomes children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery employs 14 staff, including the manager to work directly with children. Of these, 13 staff hold appropriate early years qualifications. A nursery cook is also employed. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming and inclusive environment is provided where children are secure and happy. They make good progress in their learning and development because activities are well planned to match their individual learning needs. Assessment systems are highly effective but are not extended to children attending out of school care. Overall, excellent partnership with parents and links with other professionals ensures children's individual needs are met. Comprehensive policies and procedures support the safe and efficient management of the setting. Children receive good levels of care from highly committed staff who work diligently to improve their working practice through robust systems of self-evaluation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- extend further observation and assessment systems to include children in the early years age group attending the out of school provision.

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

- develop further staff questioning skills to extend children's thinking and help them make connections in their learning.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment and induction procedures are consistently implemented ensuring children are safeguarded. Staff have a strong commitment to ongoing professional development. An in-house rolling training programme, including safeguarding and first aid, ensures all adults have appropriate knowledge and skills to support children's welfare. Staff have a clear understanding of their responsibility to protect children and know how to implement the local safeguarding procedures. Risk assessments are thorough and effective in ensuring hazards are minimised both within the setting and on outings.

Comprehensive written policies effectively underpin practice and are shared with parents on entry. Reliable systems are in place for the maintenance of records which support the care and welfare of children. Staff are very well deployed to ensure children are fully supervised at all times. Management demonstrate a strong sense of commitment to maintain high standards and drive further improvement. Extensive systems of self-evaluation and reflection are implemented to identify strengths and areas for improvement. The views of children and parents are actively sought to inform reflective practice. As a result clear and well-targeted plans are in place to promote continuous improvement and deliver improved outcomes for children. However, management were not aware that the Early Years Foundation Stage learning and development requirements must be implemented for children in the early years attending out of school provision.

Partnership with parents is exemplary. Useful information is exchanged at the start of a placement to ensure the staff are aware of parent's wishes, children's individual needs and capabilities. Parents are kept fully informed of children's achievements on a daily basis. Termly 'cheese and wine' evenings provide an opportunity for parents to meet with key staff to discuss their child's progress. Parents and grandparents are welcomed into the setting to partake in crafts, baking and gardening activities with the children strengthening the links between nursery and home. Training events have also been held to increase parental awareness of early literacy. Overall, staff are proactive in building relationships with other people involved with the children providing a complete picture of the child and supporting continuity of care. Strong emphasis is placed on transitions. Initial visits support new children settle into the nursery and also to move between age groups as they grow. Teachers visit the nursery from local feeder schools to meet older children and share information with key staff about their progress. Equality and diversity is actively promoted. Staff seek additional resources through the local Children's Centre to support children and families for whom English is a second language. The needs of each child are carefully considered ensuring all

children are fully integrated within the provision and any additional needs are well-supported.

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

Staff build strong relationships with children providing reassurance and security. They have a good understanding about how young children develop and how to deliver the Early Years Foundation Stage in order for children to progress well. A broad range of resources are available, both indoors and outside, which are set out so that children can make independent choices in what they do. Staff readily engage in children's play but do not consistently use effective questioning skills to help children make connections in their learning. Robust systems of observation and assessment are routinely implemented providing a clear picture of children's progress towards the early learning goals. Information obtained from observations is skilfully used to plan for children's next steps in learning ensuring activities are suitably challenging for children and tailored to their interests. However, learning and development systems are not extended for eligible children attending out of school care. Overall, a good balance of adult-led and child-initiated activities is delivered through an exciting, fun and spontaneous curriculum. As a result children demonstrate positive attitudes towards learning and are very keen to participate.

Children's communication skills are firmly developed through general discussion and enjoyable activities such as sharing favourite books and stories. Older children begin to distinguish sounds as they guess what object is making a noise in 'Mrs. Browns Box'. Frequent opportunities for mark-making are provided, for example, younger children enjoy chalking on wall mounted boards. Children of all ages have regular access to creative activities such as 'milk shake' painting, drawing and collage. They use their senses to explore sensory equipment and malleable materials such as sand and water. Toddlers delight in exploring and scattering shredded paper as if it were snow. Children particularly enjoy role play, for example, older children play cooperatively as they pretend to work in Santa's Workshop. Ample resources such as dressing up, play kitchens, dolls and accessories are provided to support and extend their imagination. Basic mathematical concepts are introduced through practical and meaningful activities such as stacking cups and threading beads. The children's knowledge and understanding of the world is increasing as they learn about the wider community. They visited the local church for Harvest Festival and made decorations for the Christmas Tree Festival. Weekly French lessons are provided for older children which helps them develop an awareness of other cultures. In the spring a prince and princesses party was held to celebrate the Royal wedding. The children sent their well wishes to the Royal couple and were delighted to receive a letter from St. James Palace thanking them for their cards. Children are also given opportunities to use the computer under supervision and the younger children have opportunities to use the interactive toys which help them start to understand about technology.

The good health and wellbeing of children is successfully promoted. Consistent and

effective hygiene routines help prevent the spread of infection. For example, staff talk to children about the importance of washing their hands after blowing their nose and children who are ill or infectious are excluded from the nursery. Children develop a positive attitude to healthy eating as they are provided with a varied and nutritious diet. Menus are regularly reviewed to take account of children's dietary needs, preferences and current guidance. Excellent opportunities are provided for outdoor play and fresh air. Children benefit from access to well equipped outdoor play areas, regular outings and access to an outdoor classroom where they plant and tend to vegetables and learn about the natural environment. Children are taught about safety issues through topics and practical activities. For example, a policeman and local community support officer came to talk to them about stranger danger and safety in the dark. Staff successfully promote positive behaviour by using effective and consistent strategies. Children respond positively to their clear and simple explanations and readily accept being distracted and re-directed. Children's confidence and self-esteem are fostered well because the staff frequently praise them and are sensitive to their individual personalities. Consequently, children behave well.

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	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	2
The effectiveness of partnerships	2
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	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	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	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