

# Nuffield Health Fitness & Wellbeing

Inspection report for early years provision

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**Inspector** Susan McCourt

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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

Nuffield Health Day Nursery registered in 1998. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of a chain of nurseries owned by Nuffield Health. The playscheme provision was added to the registration in 2007. The nursery is registered for 52 children and there are currently 70 children on roll in the day nursery and they receive funding for nursery education for children aged three and four. The nursery is open five days a week from 8am to 6.30pm for 51 weeks a year. The playscheme is registered to care for a maximum of 26 children at any one time and opening times are set according to demand. The nursery supports children who have English as an additional language.

There are 19 permanent staff on roll, of whom nine are qualified to level 3 and above. A further five are qualified to level 2 and five are studying currently. The nursery is located on the ground and first floor of Nuffield Health and Wellbeing Club in Surbiton, Surrey. There is a secure outdoor play area, and an indoor swimming pool which the nursery has the use of twice a week. The playscheme operates from a sports hall, as well as other areas of the health club.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is very effective at meeting children's individual needs. The learning environment is organised to provide interesting and engaging activities for children which support their learning and development. Staff generally support children's independence and outdoor play well. Managers and staff have set clear priorities for improvement and address them rigorously. This means they have a good capacity for continuous improvement.

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

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

- improve children's access to outdoor play
- improve children's opportunities to make choices as they play, with particular regard to choosing songs, stories and food.

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

Children are safeguarded well. The manager reviews policies with staff regularly so they are all aware of their responsibilities in terms of child protection. Staff are knowledgeable and know that the welfare of the child is paramount. All adults are checked as to their suitability to work with children and no-one is left unsupervised. The building is very secure and risk assessments are highly detailed and thorough. Staff take children's well-being very seriously and procedures for administering medication for example are rigorous. The nursery is part of a chain and senior leaders and managers provide good support for the nursery in terms of the resources and guidance. The manager has high expectations and effectively communicates these to staff, working in partnership to secure improvement. Staff monitor their work to check its impact and tackle key priorities in realistic and challenging ways. Staff are supported in developing their skills via training and mentoring.

The nursery is well-resourced with toys and equipment which support children's learning and development. Staff play alongside children to support and develop their learning and enjoyment. Each room has a cosy area for reading or relaxing, space for messy play and role play. All rooms are inviting and attractive places to play. Resources reflect the wider world and introduce children to a variety of cultures. Nursery staff work closely with parents to get to know the child's home culture and promote the child's individual needs. Staff are aware of potential achievement gaps and plan activities to help reluctant writers or develop children's communication. Staff and parents work closely together to provide consistent care. Parents complete an 'all about me' form which helps staff to know children's preferences and personalities. Parents are very confident of the care their children receive and feel that staff go 'the extra mile' in order to settle the children. Parents also give their views in a number of ways to influence how the nursery works and staff value their comments. Staff are also happy to give guidance for parents to support children's development at home, should the parent have a concern. The manager and staff have sound relationships with receiving schools and work with other agencies whenever necessary to support children's care and learning.

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

The staff team have created interesting and stimulating learning environments in each room. Children are grouped according to age and stage of development in different rooms. They are free to be active learners and can choose what they want to play. This means they can set their own challenges. For example, children playing with water carefully fill a 'hard hat' and carry it over to another container to bathe the dolls. Staff have a good understanding of the Early Years Foundation

Stage. They make observations of children's skills and interests and use these as the basis for planning. This means that each week, activities and equipment are set up to meet children's learning needs. Observations are tracked against the Early Years Foundation Stage which helps staff identify where there are any gaps in learning and address them quickly.

Children enjoy an interesting variety of messy play. For example, they play with glittery soap flakes, coloured water or a mix of dry lentils and pasta. Children observe how these materials move and how they can be manipulated. Children get very involved in role play and dress up as fire-fighters. Staff expand on this play spontaneously by taking children around the building, looking for fire exits and extinguishers. Children make notes and pictures as they go, which supports their early writing skills. Children learn about numbers as they count up the items in favourite story books. They also learn about shape, construction and balance when playing with wooden blocks. Children use the blocks to build what they need. For example, when playing at being police officers they build low walls for a jail. Staff use open questions to help children solve problems. After bathing the dolls, a child says they should go outside to dry in the sun. The member of staff suggests that the child check the weather. The child then notices that there is no sun, but that it is windy, and says the dolls will still dry out. Children enjoy singing and story times but are not sufficiently included in choosing which songs or stories they would like, which limits their independence and choice. Children chat with staff and each other and build a good vocabulary. They are well behaved and cooperative in their play, taking responsibility at tidy-up times. They respond well to familiar rules and are confident, curious children. They enjoy playing with a wide range of technological equipment, from push-button toys through to computers. Overall, this gives them strong skills for the future.

Children have good opportunities to enjoy a healthy lifestyle. Hot meals are cooked on the premises and the menu consists of well balanced meals that reflect world cuisine. Children take part in cooking activities but do not get daily opportunities to serve themselves at mealtimes. Babies are encouraged to feed themselves and be as independent as possible. Hygiene practices are well-established which reduces the risk of cross-infection. Children wash their hands without promoting. They are able to ride bikes, swim and use a soft play area, which supports their physical development. However, children are not able to use the outdoor area very frequently, which limits their chances to play in the fresh air. Children feel very safe in the setting. Staff work with parents closely to ensure that babies settle well, and the change between rooms as children grow through the nursery is handled very sensitively. Children gain a great sense of belonging as they see their work displayed effectively or see their achievements posted on the 'Wow tree'.

## 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	3
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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met