

Spring Grove Nursery

Inspection report for early years provision

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Inspector Jean Thomas

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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*.

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Description of the setting

Spring Grove Day Nursery opened in 2000 and was re-registered in 2011. It is one of two settings run by the directors of Spring Enterprises NW Ltd. It is based in a self-contained premises situated in the West Derby area of Liverpool. Children are cared for within three playrooms based over two floors and there is a fully enclosed outdoor play area.

The nursery opens Monday to Friday 51 weeks a year from 7.45am to 6pm. Children attend a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 50 children at any one time, all of whom may be in the early years age range. There are currently 56 children attending who are within this age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 staff to work with the children. All staff hold a relevant early years qualification. Ten members of staff are qualified to National Vocational Qualification (NVQ) at level 3 and two are qualified to NVQ at level 2. The nursery receives support from the local authority. They are a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this caring and inclusive nursery. Staff safeguard and promote the welfare of children through their understanding and implementation of procedures. Overall staff make effective use of resources to support children's progress towards the early learning goals. Partnerships with parents and others are generally good. There is a strong commitment to the continuous improvement of the provision which promotes positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to gather more information from parents about their child's stage of learning and development when they start their placement, and use this information to inform the initial planning
- develop further the use of the outdoor play area to enhance children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through staff's good knowledge of child protection issues and of the procedures to follow to protect children from harm. The designated safeguarding members of staff have attended additional training to provide leadership in this field. The thorough recruitment and vetting procedures ensure that staff are suitable to work with children. Risk assessments are carried out and recorded for the premises and outings to minimise hazards to children. Legally required records for children's welfare are accurately maintained.

The nursery is a welcoming place for all children and families. The indoor environment offers children the continuous provision of play materials, equipment and books. This enables children to play at their own pace, revisit areas and practise skills. Children have daily opportunities to enjoy the nursery's outdoor play area. However, this environment is not planned and used to best effect to further enhance all aspects of children's development. Staff make effective use of facilities within the community to broaden children's learning experiences. This includes outings to parks, local children centres and arranging visits to the nursery by fire fighters, police officers and the dentist. Staff nurture children's understanding of sustainability and not wasting the earth's resources as they use recyclable items in a variety of ways, such as to make their own musical instruments, to create models and for use in role play.

Staff are committed to promoting equality of opportunity and inclusive practice. Children learn about the diversity of society through planned activities, discussions and appropriate resources. Staff seek guidance from parents to support children who are bilingual or speak English as an additional language, and this includes gaining key words. Staff work with other professional agencies to support children with specific learning needs and/or disabilities. A variety of evaluation processes are used to reflect on the nursery practice and to set targets for further improvement. This includes seeking the views of parents about the provision. Recent changes to the observation and assessment process has increased the opportunity for parents to review and contribute to their child's learning and development.

Good partnerships are developed with parents. The initial settling-in procedure is valued by the staff as the basis to building strong relationships with parents. During this process key persons gather information to make sure the child is being cared for appropriately. However, this information lacks detail about the child's stage of learning and development to inform the starting point for planning. Effective two-way communication systems result in the on-going sharing and exchanging of information to support individual children's needs being met. Throughout the nursery there are displays about the Early Years Foundation Stage to inform parents about the educational programme the children are following. Parents speak highly of the provision and state that they are pleased with the progress their children are making. Staff are sensitive to the emotional attachment children have to their key persons. Consequently, as children progress through the nursery these moves are carefully planned and parents are involved with the

procedure. Transitional arrangements are in place to support children as they progress to the next stage of their education; this includes teachers visiting the nursery.

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

The staff team is caring and supportive, which contributes to children feeling safe and secure and forming trusting relationships. Children are equipped with firm foundations to develop skills as effective learners. Older children play cooperatively together and at times happily pursue activities independently not reliant on staff support or involvement of others. Children confidently follow their interests and develop their own ideas. Consequently they demonstrate deepening levels of concentration from an early age. Staff have good knowledge of the Statutory Framework for the Early Years Foundation Stage and they have the skills to help children make good progress in their learning and development. They undertake regular observations, assessments and identify next steps in children's learning to support their development and progress.

Children have good opportunities to learn through exploring and investigating. For example, older children experiment with tubes to transfer water and younger children find worms and other insects as they dig in the soil. Staff support younger children's learning through using their senses and provide a variety of sensory materials for this purpose. Children use their fingers to make marks with paint on large sheets of paper and in wet sand. They concentrate as they fill and empty different sized containers in water. The babies explore the musical instruments and proudly smile as they create different sounds. Children have many opportunities to be creative and express their own ideas. Their artwork is displayed throughout the nursery which further contributes to their sense of belonging. Outside a group of children use the skipping rope to represent a fire hose as they pretend to be fire fighters.

Children develop their speaking and listening skills and are supported by staff's verbal interaction with them. Staff respond to the vocalisation of babies encouraging their non-verbal communication with smiles and gestures. Older children are confident communicators. They are eager to share their ideas and ask questions. For example, they ask about x-rays and staff give an explanation, this then leads to a lengthy discussion about children's experiences of hospital. From an early age children show an interest in books either independently or with staff. Older children enjoy sharing books with friends and talk about the pictures. Numbers and basic calculations are regularly explored through play and during daily routines. Children spontaneously introduce counting and calculating in their play. They select a game, without prompt from staff, which involves comparing size and grouping items according to colour. Children learn about technology as they explore interactive toys, incorporate everyday technology into their role play and operate the computer. The children have good opportunities to develop skills, which will have a positive impact on their future economic well-being.

Daily routines help children develop positive attitudes towards a healthy lifestyle as

they follow good hygiene routines and benefit from a nutritionally balanced diet. Outside, children enjoy energetic play. There is space for children to run around and develop coordination in their physical skills using resources, such as the pedal bikes, hoops and balls. Children's behaviour is good. They are effectively supported by staff who are positive role models. Children are polite and show consideration towards others as they play through sharing and taking turns. Friendships are forming as the children show that they enjoy each other's company. Children learn to take responsibility for their setting and happily help to tidy away play materials. Meal and snack times are social occasions. The children sit together with staff and talk about events in their lives.

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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