

# Nuffield Health Fitness & Wellbeing

Hayes Lane, Bromley, Kent, BR2 9EF

<b>Inspection date</b>	12/09/2012
Previous inspection date	13/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Arrangements for evaluating the nursery are ineffective. This means that the provider has not identified key weaknesses in practice, which has resulted in several breaches of legal requirements.
- Hygiene practices throughout the nursery are unsatisfactory. These oversights compromise children's health and wellbeing.
- The provider does not have effective systems for monitoring and improving staff practice. This means that staff lack training and development opportunities, which results in inconsistent practice throughout the nursery.
- Educational programmes do not adequately cover all seven areas of learning and resources for some areas are limited. Some staff lack understanding of the learning and development requirements and do not monitor children's progress sufficiently.
- Children do not have opportunities for literacy and mathematical activities in the outdoor area. Consequently this limits progress for those children who learn best through active play and being outdoors.

### It has the following strengths

- Staff show a great deal of interest in what children have to say, have discussions with them and ask them lots of suitable questions to encourage their thinking. This

interaction means children become confident speakers and make suitable progress in their communication and language development.

- Children form strong emotional attachments to staff as they have a special key person who helps them to settle and feel secure. This key person system is effective in promoting positive partnerships between the nursery and home, which supports continuity in children's care and development.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector undertook observations of the children engaged in activities.
- The inspector had a guided tour of the nursery and undertook joint observations of activities with the manager.
- The inspector sampled relevant documentation, including some children's records, some policies and procedures.
- The inspector had discussions with some parents and staff.
- The inspector held meetings and discussions with manager.

### **Inspector**

Linda du Preez

## Full Report

### Information about the setting

Nuffield Health Fitness & Wellbeing was originally registered in 1998 and re-registered with Ofsted in 2009. It is run by Nuffield Health Wellbeing Ltd. It operates from a purpose-built area in the Nuffield Health Fitness & Wellbeing Club, in the London Borough of Bromley. The premises consist of four rooms, a kitchen, an office, and toilet facilities. Children have access to an enclosed outdoor area. It is funded to provide free early education to children aged three and four years. The nursery is also registered on both parts of the Childcare Register. There are currently 33 children on roll between the age of three months and four years. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 17 members of staff and a nursery manager. Over half of the staff hold appropriate early years qualifications.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- promote the good health of children attending the nursery and take all necessary steps to prevent the spread of infection by maintaining a clean floor in the baby room at all times; ensuring that children wash their hands before participating in all food activities and minimising the risk of cross infection when providing drink to babies and toddlers
- develop the educational programme for literacy by giving children access to a wide range of reading materials to ignite their interest in books; having a consistent and effective approach to helping children to link sounds and letters, and providing children with opportunities to enjoy writing in the outdoor environment
- develop the educational programme for mathematics by making the most of opportunities to use mathematical language during children's' play and providing children with opportunities to enjoy mathematics in the outdoor environment
- improve the arrangements for the supervision of all staff in order to foster a culture of support, coaching and continuous professional development; develop staffs' understanding of effective learning within all areas of development and develop all staffs' understanding of on-going assessment to plan for the next stages in children's' learning.

#### To further improve the quality of the early years provision the provider should:

- support children's learning further by allowing them to make flexible use of resources during indoor and outdoor activities

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children's records show staff have initial discussions with parents about children's interests and developmental starting points. However, children's on-going development is inconsistently monitored which means that planning, observation and assessment systems do not set clear goals for individual children across all area of learning. This weakness means staff do not plan suitably challenging activities to fully promote children's learning in all areas. Furthermore, some staff who work with babies and toddlers lack understanding of the required areas of development. Therefore, they do not plan appropriate activities to support the next steps in young children's learning.

Most children self-select resources indoors and outdoors, so are in charge of making their own decisions about what to do, however some staff insist that they keep toys in designated areas, which stops children's learning unnecessarily and places limits on their progress. Children enjoy regular visits to local areas, for example, older children visit the local library, and young babies enjoy walks in their pushchair to see horses in the nearby fields. This extends children's learning experiences and allows them to develop an interest in the wider environment and natural world.

Staff encourage children's language development and thinking by asking many open ended questions and showing an interest in what children have to say. Consequently, babies babble and develop their vocabulary and older children learn to communicate confidently.

Children enjoy activities in the outdoor area such as playing with sensory toys, exploring textures, climbing, and riding bikes. However, they do not have access to resources to support literacy and mathematics in the outdoor area. This is despite the fact that the manager has identified that some groups of children make better progress when engaging in these activities outdoors. Staff do not always make the most of chances in everyday situations to talk about mathematics to help children understand the relevance of mathematics in daily situations. Children lack interest in the old books on offer, many books are broken and uninspiring. Furthermore, staff have an ineffective approach to introducing older children to letters and sounds which compromises children's emerging knowledge in readiness for school.

### The contribution of the early years provision to the well-being of children

The effective key person system enables all children to form strong attachments to staff. Children seek support when they need it, for example, babies hold up their arms for cuddles and older children express their needs and wants. Babies and children receive

cuddles and reassurance from staff who show tenderness and kindness. This support means children demonstrate a sense of security in the nursery. Children play a positive part in the nursery and look after the environment by tidying up and helping to set up for daily routines. Children's behaviour is good. They play well with other children and share resources very well. This positive behaviour is because staff have clear expectations and are good role models to them.

Children's well-being and good health is inconsistently encouraged throughout the nursery. Children learn to wash their hands after toileting but not prior to all food activities during the day, which increases the risk of cross infection. The nursery has not taken all necessary steps to promote children's good health in the baby room. The floor is dirty and not maintained hygienically. Babies often pick things up from the floor, for example dropped dummies and toys, and put these in their mouths. This poor practice compromises babies' good health as it puts them at risk from cross-infection. Furthermore, some babies and toddlers drink from the same cups, which results in an increased risk of germs spreading. Nevertheless, children enjoy a healthy diet and at times staff talk to them about the importance of eating foods that are good for them.

Children make strides in their physical development. They enjoy taking part in yoga sessions and relish playing physical games. They use a good variety of equipment such as scooters, balls, and climbing equipment. Children learn how to use the environment safely by taking safe risks during outdoor play.

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

The manager has a clear understanding of her roles and responsibilities in effectively protecting children. She has completed lead officer training in child protection and all staff have completed suitable in-house training to keep their knowledge of safeguarding children up to date.

The registered provider does not demonstrate an adequate understanding of legal responsibility in meeting the learning and development requirements. The nursery manager and her team are willing to improve the provision further. For example, they have recently changed the play room around to improve how they meet the needs of the children attending and to enable older children to play freely outdoors. However, they do not effectively drive and secure improvement, due to lack of support from the registered provider. This failing means that the nursery has not identified strengths and key weaknesses sufficiently or implemented action plans to address these. Consequently, there are major gaps in the delivery of some areas of learning.

The nursery manager monitors the continuous professional development of staff to provide opportunities for them to improve practice. However, training opportunities for staff are limited, which has led to them having an insufficient awareness of how to meet all the learning and welfare needs of all children.

Parents talk to the staff during drop off and pick up times and have access to their children's records during regular meetings and on request. This communication means they receive useful information regarding their child's care and developmental needs. Parents share their views on the nursery by completing questionnaires and the nursery reports findings and conclusions on their feedback. This approach places value on parents' contributions and enhances partnership working.

The nursery works in partnerships with other early years settings; for example they have begun to compile transfer documents to share information when children move on to school. Staff seek additional support from outside agencies when needed to secure appropriate interventions for children with additional needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (enforcement)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (enforcement)</b>

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	137383
<b>Local authority</b>	Bromley
<b>Inspection number</b>	813900
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Nuffield Health
<b>Date of previous inspection</b>	13/11/2009
<b>Telephone number</b>	020 8466 2800

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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