

Summerhill Day Nursery

Summerhill, 22 Beechwood Drive, Beechwood, Prenton, Merseyside, CH43 7ZU

Inspection date	22/10/2012
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled and show enthusiasm as they confidently join in activities in small groups and are equally happy to play independently with resources of their choice.
- The staff have high expectations for children and a good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- The thoughtfully planned playrooms, create enabling environments for all ages of children. They promote independence and help to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Staff are fully committed in ensuring that relationships with parents are strong and purposeful.

It is not yet outstanding because

- The outdoor environment is not as well organised as indoors and planning is not prepared for all children to explore and learn outside.
- At times, staff do not show children how to pronounce or use words by repeating what they say in the correct way, to further enhance their language development.
- The opportunities for children to be independent at meal times, such as serving themselves and pouring drinks, are not fully established.

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 observed activities in the two playrooms and the outside learning environment and viewed the playroom not being used on the day of the inspection.
- The inspector held meetings with the Board of Trustee's nominated person, the nursery manager and held several discussions with members of staff.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the evaluation documents and a range of other documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.
- A joint observation was carried out by the manager and the inspector.

Inspector

Jean Thomas

Full Report

Information about the setting

Summerhill Day Nursery was registered in 1994. The Board of Trustees as part of the Beechwood Community Trust are the registered persons. The nursery operates from three main play areas on the ground floor of a purpose-built building. There is a fully enclosed area available for outdoor play. The nursery is in the residential area of Beechwood, Prenton in Merseyside. The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Year Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 57 children on roll in the early years age range. The nursery provides funded early education for two, three- and four-year-old children. It supports children who speak English as an additional language and those with special educational needs and/or disabilities. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications; five at level 3 and nine at level 2. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- show children how to pronounce or use words by responding and repeating what they say in the correct way
- help children to learn to be independent by providing experiences and activities that are challenging but achievable, for instance, serving themselves at mealtimes and pouring their own drinks
- develop the outdoor play space where all children can explore, build, move and role play.

Inspection judgements

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

Staff support children to make good progress in learning and development through understanding and implementing effective teaching techniques. These are based on children learning through play. The thoughtfully organised playrooms and the accessibility of a wide range of resources, contribute to motivating children to engage in learning. Children have good opportunities to follow their interests and to determine the direction of their play. From a young age, they confidently move around and select the equipment and play materials of their choice. Consequently children demonstrate deepening levels of concentration because their interest is sustained. The continuous provision of resources further enhances children's learning as they can pursue activities in a relaxed, unhurried manner and revisit to practise skills. However, the nursery's outdoor area is not as well planned and organised to enhance children's learning. Also, the opportunities for younger children to extend their learning in the outside environment is not fully embraced.

The key person system enhances the partnerships with parents. The settling-in procedures enable children, parents and key persons to get to know each other. Information is gathered from parents when children start, regarding their child's stage of learning and development on entry. This information is used as part of the child's initial assessment. Key persons value the ongoing communication with parents to learn about what the children do at home. Staff use parent's information and complete regular observations of the children to assess their progress. They refer to the 'Development Matters' document to plan for the next steps in children's learning. The tracking processes monitor children's experiences across the seven areas of learning and their progress towards the early learning goals. The key persons compile the assessment for children aged between two and three years to provide parents with a review of their progress as required.

Staff demonstrate high expectations for children's achievement and progress. Their enthusiasm and ability to be spontaneous in responding to children's interests, successfully engages them in active learning. Outside, children enjoy energetic play and the sensation of different speeds as they ride bikes up and down the sloping path. Staff skilfully ask questions to encourage children to consider the safety issues around this activity. Staff use positional language and children use these words in their play, for example, backwards, forwards, longer and shorter. To extend children's learning, staff introduce road safety resources to the activity. Children enthusiastically position the road signs and discuss their purpose with staff. Using these resources, imaginative play develops and involves negotiating turn taking in the role of the 'lolly pop' person and then road crossing.

The promotion of language development is intrinsic in all aspects of the nursery life. The designated communication friendly areas in the playrooms are organised to support speaking and listening skills. However, on occasion, staff do not repeat the words for children to hear the correct pronunciation. Older children are confident communicators. They are eager to share their ideas and ask questions. Key persons in the baby room understand younger children's communication and respond appropriately. The younger children confidently let their needs and preferences be known. From an early age, children show an enjoyment in books and their interest is sustained as a favourite and familiar story is read to them. Staff use expression in their voices as they read, to promote listening skills. Younger children are attracted to resources, which involve turning knobs, lifting flaps and moving pulleys, as an introduction to technology. As children progress through the nursery, they continue to develop skills in operating technology equipment.

They learn how to safely use resources, such as, cameras, the karaoke machine and the computers.

Children have many opportunities to be creative and express their own ideas. Their art work is displayed, which contributes to their sense of belonging. Children gather the fallen leaves and bring them indoors to incorporate into their small world play. During an adult-led activity, children make their own designs using beads. As children pursue this, they demonstrate that they will 'keep on trying' if they encounter difficulties. Children enjoy their achievements and proudly show staff their work. Staff provide space where children's unfinished activities, such as the bead patterns, can be safely stored, ready to be continued at another time. Numbers and basic calculations are regularly explored and extend through play and daily routines. Staff prompt children to count as they construct and to compare size of animal characters in the story, which they are reading.

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

Children are confident and happy. There is a sense of fun in their interactions with staff and laughter can be heard in the nursery. The staff team know the importance of children establishing secure relationships with key persons, as the basis to help them to reach their full potential. The strength of the relationships are confirmed by the children. For example, unprompted, they identify their feelings and say to staff 'you make me happy'. Children are equipped with firm foundations to develop skills for future learning. Good procedures are in place to support children's smooth transitions as they progress through the nursery and onto school.

Staff are positive role models for children's behaviour. They are sensitive and consistent in their approach. Children make effective use of dolls to help older children understand acceptable behaviour in different situations. As a result, children's behaviour is good as they learn to negotiate and manage their own emotions. Staff plan activities to support children's understanding of a healthy lifestyle. Older children enjoy energetic play each day and babies have the space to encourage free movement.

The nursery provides a balanced diet for children. The menu is displayed for parents information. Parents acknowledge the research staff carry out to ensure that specific dietary requirements are fully understood and met. Mealtimes are social occasions, there is lively communication between staff and children. However, opportunities for children to further develop independence at mealtimes, such as pouring drinks and serving food, are not fully explored. Key persons in the baby room plan play activities to help nurture children's independence in eating and to use a spoon. Children follow routines to support their understanding of the importance of personal hygiene. They wash their hands before eating and brush their teeth after lunch. Staff promote inclusive practice. They create a welcoming environment for all children and parents. All children are included in activities and staff make sure that each child's voice is heard and their contribution respected. Planned activities and resources help children to learn to value different aspects of their own and other people's lives.

The effectiveness of the leadership and management of the early years

provision

All staff are committed and share a passion for the early years. They have developed their knowledge of the revised Early Years Foundation Stage Framework and specific training has been secured for the near future. The manager has recently returned from maternity leave and demonstrates a strong commitment to developing practice and striving for improvement. To help achieve this, weekly meetings are held with room supervisors. They disseminate information and monitor practice. Policies and procedures are reviewed to ensure that they reflect the revised Early Years Foundation Stage. The evaluation process successfully involves staff, parents and children and identifies priorities for improvement. The recommendation raised at the previous inspection, relating to the administering medicine documentation, has been addressed to promote children's well-being. Partnerships with parents and other professionals are well established and make a strong contribution to meeting children's needs. Parents express their great satisfaction with the provision and the progress their children are making.

Children are safeguarded through staff's good knowledge of child protection issues. They are fully aware of the procedures to follow to protect children from harm. All staff have attended training to ensure that their knowledge is secure. There is a designated safeguarding officer to provide leadership in this field. The Board of Trustee's recruitment procedures are robust. This ensures that suitable persons are appointed to work with children. Clear induction procedures are in place to help staff understand their roles and responsibilities. Supervision sessions offer staff support and appraisals, identifying their ongoing suitability and opportunities for professional development. Seven staff, who are qualified to National Vocational Qualification Level 2 are currently working towards their level 3 qualifications. Risk assessments are implemented and daily safety checks are carried out to minimise hazards. Legally required records for children's welfare are accurately maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	306502
Local authority	Wirral
Inspection number	887378
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	57
Name of provider	Beechwood Community Trust Limited
Date of previous inspection	14/02/2011

Telephone number

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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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