

Staffordshire University Day Nursery

Winton Square, Stoke on Trent, Staffordshire, ST4 2DE

Inspection date	26/11/2012
Previous inspection date	15/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- The settings practice enables all children to do well, make good progress relative to their starting points and prepares them well for school or the next steps of their learning. Children benefit from practice that is at least good and sometimes outstanding.
- Practitioners have high expectations for children and teaching is securely based on a thorough understanding of how children learn, which ensures each child makes good progress. The records of assessment are detailed and are used effectively in the planning of activities to move children on in their learning.
- All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.

It is not yet outstanding because

- Babies do not have consistent opportunities to move and explore their surroundings in a well-planned safe outdoor area to further develop their progress and learning.

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 designated four rooms and outside.
- The inspector held discussions with the senior manager, manager and practitioners.
- The inspector looked at children's observation, assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff, the settings self-evaluation documents and safeguarding policy and procedure.
- The inspector took account of the views of parents and carers.

Inspector

Sylvia Cornock

Full Report

Information about the setting

Staffordshire University Day Nursery was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey building, with a ramped access, in the Winton Square area of Stoke-on-Trent, and is managed by Staffordshire University. The nursery serves the students studying at the Stoke-on-Trent site of Staffordshire University and the local community and is accessible

to all children. The nursery operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 51 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and three members of the team hold Early Years Professional Status. The nursery has received healthy eating accreditation, an Investor in People award and a quality award with the National Day Nursery Association.

What the setting needs to do to improve further

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

- provide well-planned areas that allow babies maximum space to move, roll, stretch and explore in safety outdoors to further develop their progress and learning.

Inspection judgements

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

Practitioners demonstrate that they have a secure knowledge and understanding of how children learn. They are enthusiastic in their approach, which inspires children to be active learners and to remain involved and interested in the activities provided. The educational programmes have depth and breadth across all seven areas of learning. Planning details activities for individual children's learning and how their development is further enhanced by providing more challenging opportunities in all areas of learning. Practitioners complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. They regularly listen perceptively to, carefully observe, and skilfully question children during activities in order to re-shape tasks and explanations to improve learning.

Practitioners involve children in decision making allowing them to freely choose from the extensive choice of resources easily accessible. This means that children feel valued and have a sense of belonging. They immerse themselves in the exploration of using various materials and textures in the completion of their art and craft activities. They show a

sense of pride in their sharing of pictures displayed on the walls. They have many and varied opportunities to use their mathematical skills, counting everyday objects or becoming engaged in adult-led number games. They use language well and this is further developed through skilful questions and challenges set by the practitioners. Children show skill as they use the computer, smart board and programmable toys. They sit comfortably during an adult-led activity about letters and sounds; selecting a picture to put into the 'silly soup' and comparing the sounds of words, such as pig, wig and big. This further develops their understanding of how to use letters to make words.

The learning environment is stimulating and well-resourced and helps children across all areas of learning. Children are confident as they move around the playrooms, selecting activities and resources of their choice. They play imaginatively as they dress up as princesses or doctors. All children throughout the nursery, according to their age and stage of development, use their small physical skills with accuracy. For example, babies and toddlers explore and handle brushes and shapes, press buttons on programmable toys and use musical instruments. Older and more able children build and design with construction kits, complete jigsaws, use scissors appropriately and access the computer using the mouse and key board with skill. Toddlers and older children show good coordination as they climb and balance on the outdoor apparatus, further developing their large physical skills. They enjoy freedom of movement as they select from a wide choice of resources, such as ride on toys and ball games, in the fresh air. However, there is room to increase opportunities to support babies in learning to touch and move outside, by providing space where they can roll, stretch and explore in safety.

Practitioners encourage children to do things for themselves, but are on hand to help when needed, for example, helping younger children put on their outdoor boots and button up their coats. The excellent selection of resources that are provided by the setting are of high quality and quantity for the age range for whom they cater. Practitioners plan activities and themes to support children's understanding of other cultures. They speak to children from differing cultural backgrounds in their mother tongue followed with the English language. This helps support children in their understanding of language development. The walls display posters about people of the world and welcome posters in different languages which help children to value differences and similarities.

The key person supports engagement with all parents who contribute to initial assessments of children's starting points on entry and at their two year assessment. Parents are kept well-informed about their children's achievements and progress. They support and share information about their children's learning and development at home, such as bringing in photographs of activities they have undertaken including other family members. These are placed in the children's individual learning story books. This enables children to reflect on home life and activities in the nursery. The key person uses effective, targeted strategies and interventions to support learning that match children's individual needs.

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

Children are extremely settled in the provision, supported by the calm and consistent interaction of the practitioners. All practitioners are highly skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence and exploration. Practitioners show excellent commitment to supporting children with special educational needs and/or disabilities and for those who speak English as an additional language. This ensures that in this vibrant inclusive environment all children's individual needs are met. Children confidently make their needs known, secure in the knowledge that adults will listen and respond. For example, children ask for help as they put on outdoor waterproof clothing and wellingtons and show excitement at the prospect of splashing in the puddles and being outdoors in the fresh air.

Practitioners give clear messages to children to ensure they are developing a good understanding of a healthy diet and the importance of physical exercise. Children enjoy the healthy snacks of fruit and the cooked lunches provided, with the older and more able children using large tongs to serve themselves from the dishes. This supports their independence and encourages them to use their hands and fingers accurately. Children enjoy their walks within the local community and learn how to keep themselves safe when crossing the road. They especially like the visits to the supermarket to choose and buy the fruit and vegetables, which they help prepare for their snack. Children are competent at managing their personal needs relative to their ages. They access the toilet, wash their hands independently and see staff carrying out excellent hygiene procedures when preparing food or changing nappies. This fully supports their understanding of how to protect themselves from the spread of germs.

Children increasingly show high levels of self-control during activities and confidence in social situations, and are developing an excellent understanding of how to manage risks and challenges relative to their age. All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe. For example, regular opportunities to practise the safe evacuation of the premises gives children an understanding of how to leave the premises in an emergency. Practitioners are deployed very well, ensuring that children are well-supervised. Practitioners use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. Children's behaviour shows that they feel safe and secure in the setting and have respect for their environment, carefully putting resources away at tidy up time.

Children display high levels of self-esteem and confidence. They access the drinking water which is freely available in all rooms. They show good manners when sitting at the snack and lunch table; learning skills for the future. The setting provides a highly stimulating environment with child-accessible resources that promote learning and challenge children both indoors and outdoors. The strong skills of all key persons ensure children are well prepared for the next stages in their learning. Practitioners skilfully support children's transitions both within the setting and to other settings and school.

The effectiveness of the leadership and management of the early years

provision

Practitioners have a professional understanding of their responsibilities to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage, and there are effective strategies to monitor its implementation. Clear policies and procedures are displayed in each of the rooms, and these are known and understood by all practitioners who have accessed appropriate safeguarding training. There are effective systems for performance management and accountability arrangements are understood and consistently applied. Practitioners are monitored and under-performance is addressed. An effective and well-established programme of personal development is implemented through annual appraisals and supervision, and this helps practitioners to improve their knowledge, understanding and practice. Managers and all practitioners hold a relevant childcare qualification, with a high percentage undertaking degrees to enhance their existing qualifications.

Managers have a good overview of the curriculum through the monitoring of the educational programmes. This ensures a broad range of experiences are offered to help children progress towards the early learning goals, and is based on a good, secure understanding of the areas of learning and how children learn. Practitioners follow the setting's planning and assessment programme for all children, and these are monitored by senior management on a regular basis to make sure they are consistent and used to support children's progress. Individual children or groups of children with identified needs are appropriately targeted so that the required interventions are sought to fully support all children in making good progress.

Managers use thorough self-evaluation to take into account the views of practitioners, children and their parents. They monitor and review their practice regularly, and any suggested recommendations are taken into consideration and implemented to support improvement and children's achievements. They have appropriately addressed the two recommendations and one action from the previous inspection by improving the accessibility of resources, reviewing the observation and assessment systems and obtaining information in respect of who has parental responsibility for the child. These measures support children's learning and well-being. Strengths and weakness in practice are effectively identified through regular appraisals, supervision and staff meetings, and an action plan is implemented to ensure that any planned improvements are successfully put in place.

Partnership with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs. Appropriate interventions are secured and children receive the support they need. Managers have introduced systems for the sharing of information between the rooms within the setting and with other settings the children attend. This supports the continuity and consistency in children's experiences and learning.

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	224664
Local authority	Stoke on Trent
Inspection number	888708
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	51
Name of provider	Staffordshire University Enterprises Ltd
Date of previous inspection	15/06/2009
Telephone number	01782 294981

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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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