

Southampton Day Nursery

David Lloyd Leisure Ltd, Sports Centre, Frogmore Lane, Nursling, SOUTHAMPTON, SO16 0XS

Inspection date	05/03/2013
Previous inspection date	20/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The nursery has well-established systems for completing regular and precise assessments of children's development and staff use these effectively to plan suitably challenging activities that promote children's learning.
- The management has developed a thorough self-evaluation process of careful and detailed monitoring; this uses the views of staff and parents to promote improvements and tackle ongoing priorities.
- The daily practise of enabling children to interact between age groups during outdoor play strongly promotes their relationship building and very effectively increases children's sense of belonging.
- The environment is stimulating and well-resourced both indoors and outside; there are responsibly deployed staff who monitor safety and security through focused systems of handover and this supports children's well being.

It is not yet outstanding because

- Some children do not have the same opportunity as their peer group in being able to serve themselves at lunch time and make choices.
- Staff have less knowledge of how to pronounce key words in children's home language to promote their understanding effectively.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 arrived and explained the process of inspection.
- The inspector viewed all areas of the nursery and met the children and staff.
- The inspector observed activities and spoke with children, staff and parents.
- The inspector viewed a range of documentation relevant to the evidence required.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

Southampton Day Nursery is one of a chain of nurseries run by Asquith Court Nurseries Ltd. The nursery operates in purpose built, ground floor accommodation at the David Lloyd Leisure Centre in the Nursling area of Southampton in Hampshire. Children are cared for in six age-related rooms with adjoining toilets and nappy changing facilities. All children use the enclosed outdoor play area. The nursery opens weekdays from 7.30am until 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 103 children from three months to under five years on roll, children attend for flexible sessions during the day. The nursery provides funded nursery education for three and four-year-olds and supports children learning English as an additional language. Staff also support children with special educational needs and/or disabilities. There are 37 members of staff working with the children. Most staff hold appropriate early years qualifications at level two or three.

What the setting needs to do to improve further

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

- develop further ways to enable all children to express preferences and make choices, for example to serve their own lunchtime food

- increase opportunities for children to use their own home language.

Inspection judgements

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

The nursery staff provide a wide variety of effective opportunities for children to make choices about their play. Children happily engage in activities and explore continually, extending their fine motor skills through short sessions of gluing and spreading glitter, or concentrating on interactive computer games and taking turns. Staff encourage children to recognise letters and say letter sounds when using the interactive white board. Children very capably respond and some children show high levels of confidence in linking letters to unusual words. For example, they think of the word 'excavator' when asked for a word beginning with 'e'. Older children competently manage to move items on the interactive screen and they are eager to take part. Staff show they are continually planning activities and basing these on children's individual next steps in development. They use ideas that children show interest in and these are often more challenging as children progress to

'teacher-led learning skills'. Staff plan and include these when children are preparing to transfer to school. All staff in the nursery are well deployed and they recognise their teaching responsibility. They continually encourage children's speech and language development throughout the nursery routines. For example, staff use explanations that encourage younger children to listen, they ask children to 'put their voices in their pocket' at group time. Some children learning English as an additional language cannot always understand staff when they first attend. Staff have gained knowledge of key words in children's home language, however they have not learned how to pronounce these correctly to enable children to understand.

Staff support child-led play and often follow this with spontaneous ideas. For example, children make a pretend plane from some small pieces of tissue at the craft table and they are very keen to see if this flies. Staff then show children how to make larger paper planes and they learn how to press and fold the paper. Staff extend the activity further for older children by measuring the distance the planes have travelled in footsteps. This holds children's interest well and promotes their understanding. Staff in the baby room encourage the youngest children to explore and investigate different resources to stimulate their sense of touch. Babies smile and giggle as they feel the texture of the soil in the garden dirt tray. Older children freely share different resources with the babies, taking them tubs and trowels to play with. Children are strongly developing relationships through shared interests.

Staff appropriately use different levels of teaching to meet children's age and stage of development and this shows a clear understanding about the prime and specific areas of learning. Staff include regular summative assessments in all nursery rooms and these are included in the two-year-old check and are shared with parents. The assessments also link with regular tracking sheets for all children across all areas of learning. These give broader information to measure children's development and show where staff need to take action to narrow any gaps in achievement levels.

Parents are encouraged to be closely involved in their children's development. The nursery uses detailed 'unique child' forms to gain information about children's starting points and they allocate key workers at the start. Parents have ample time to settle children and work with key staff during planned visits. They have daily verbal feedback across all nursery rooms and in the younger age groups staff record all routines in daily diaries. Parents attend two meetings annually to discuss children's development and they can contribute to the monthly summative assessments. The nursery fully encourages parents and older children to celebrate their achievements through providing easy access to their learning records. Older children show a strong interest in seeing and remembering previous activities through photographs and examples of their work.

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

The nursery has a high level of proactive staff who show dedication to their key person roles in valuing each child and meeting their individual needs. Staff in each nursery room know and follow the daily routines to establish and encourage children's sense of

belonging. There is a calm, yet stimulating environment across all rooms. Staff join in with children's play and also know when to allow them time for self-exploration. Older children gain confidence and learn to speak in a large group because staff effectively use a puppet to pass between them. This encourages turn taking and develops listening skills. Younger children can identify their belongings through recognising their photographs. They can identify cups and place settings and this encourages children to independently follow routines from a young age. The daily routines and the personalised belongings fully support children's emotional development and children learn to take responsibility, for example learning to manage all their personal needs when using the toilets. Staff apply positive strategies throughout the nursery rooms to manage children's behaviour. They praise children frequently and use this to highlight and counteract any negative behaviour. There are very clear nursery procedures for monitoring any incidents and these help to gauge patterns of behaviour and identify triggers or risks. Children naturally respond to each other following any small accidental incidents, they show care and concern and staff praise them for saying 'sorry'.

Children across the age range mingle during outdoor play and they often come together at the end of the day as numbers of children attending decrease. This clearly promotes children's relationships and increases their social development in preparation for their transition to the next nursery room. The shared use of the outdoor play area effectively encourages children to learn about safety and responsibility. All children gain an understanding of keeping their feet and toes safe by wearing shoes to play outside. They also practise using wheeled toys carefully when they are close to the baby room. The nursery staff follow consistent routines for maintaining hygiene and especially during nappy changing; they clean thoroughly with anti-bacterial spray. They clean tables before and after snack and meal times and encourage children's understanding of the importance of cleanliness. Children are competently washing their hands and they learn to do this independently as they grow. They show a clear understanding of risks and hazards because they talk about not putting knives in their mouth because they are sharp. Children also explain the dangers of fire during imaginary play, they say that fire can keep you warm but you must not get too close.

The environment is stimulating and well-resourced both indoors and outside. There are effectively deployed staff who monitor safety and security through focused systems of handover and this fully supports children's well being. The nursery staff competently follow the needs of younger children for sleeping and feeding. Children's individual needs are fully recognised and included, although the prepared routines do not always provide children with the same opportunities. For example, children with specific dietary needs cannot serve themselves at lunch time.

Nursery staff encourage older children's progress in preparation for their transfer to school and this includes planned 'teacher-led' activities. The nursery also includes wider organised systems each year to contact all schools in advance. This enables reception staff to attend the nursery and meet with key staff and children to make links and prepare for their future.

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

The nursery manager follows very clear and dedicated procedures for the management of all areas of the provision. There is a high level of awareness of all regulations and close monitoring of the learning and development requirements. The manager has a focused computer system to oversee individual children's progress in all areas of learning. She has also included planned systems to check the observation and assessments of key staff by monitoring children's learning records. The manager uses this evidence to promote and support staff performance. There are very detailed induction procedures for all new staff and records show that this includes information regarding regulations and areas of teaching and learning. Staff have annual appraisals, their performance is also assessed by room leaders and through peer observations. The nursery encourages staff progress and uses all these planned systems to evaluate the provision and raise quality.

There are well-established systems in place to ensure that staff clearance and suitability is competently checked. The manager holds all details of relevant information and shares this with the head office of the nursery chain. Staff show a strong understanding of following the safeguarding procedures. They confirm during discussion that the nursery manager is the lead person for child protection and they would not hesitate to refer any concerns. Staff show very prompt responses to any bumps and bruises, they provide a cold compress and record all details. All staff complete on-line training in child protection to reinforce and raise their level of awareness. They follow the well-established nursery routines during all delivery and collection procedures. Nursery staff are positive and show strong levels of confidence in the organisation systems. They confirm that they can raise any issues and this encourages them to feel valued.

There are thorough processes of self-evaluation and the nursery management use information from staff and from daily events to plan for future improvements. For example, they record and process any information following a complaint. The manager responds appropriately and meets the timescales required in the Statutory Framework of the Early Years Foundation Stage. The manager also uses any issues raised to support the nursery's improvement. The current self-evaluation process includes information from all staff and from parent questionnaires. This has enabled the nursery to develop an action plan and this clearly shows how the management prioritise and improve the quality of the provision.

The nursery has established successful systems for building relationships with parents and carers. In the nursery rooms for older children the handover is verbal and staff use a clip board with reminders of information to be shared. Parents comment on the dedicated responses they receive every day from staff or key workers. They know they can see children's learning records at any time and they fully appreciate the shared information about children's progress. The nursery liaises effectively with other agencies to support children in their development. The links with other agencies are often initiated by parents according to children's individual needs.

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 action. 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	EY319453
Local authority	Southampton
Inspection number	906893
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	77
Number of children on roll	103
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	20/08/2009
Telephone number	0238 073 5356

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

