

Songbirds Day Nursery

106 Station Road, Preston, HULL, HU12 8UY

Inspection date	02/04/2013
Previous inspection date	03/07/2012

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		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an outstanding knowledge of the Early Years Foundation Stage. Staff are extremely skilled in using a wide range of different learning strategies to promote children's development.
- Children explore the environment with confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Robust systems for observation, planning and assessment are in place. This ensures that an excellent range of challenging, age and stage appropriate activities are available for the children, to support their rapid learning and development.
- Exceptionally secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- Excellent self-evaluation and exemplary practice is in place, which identifies consistent developments that improve quality.

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 observed activities and children at play and observed the outdoor areas and a tour of the premises was completed.
The inspector held meetings with the owner and talked with children, management team and staff, including key persons, at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, which included staff suitability checks, the self-assessment information, children's observation, assessment and planning records and documentation linked to managing children's progress.
- The inspector looked at management information supporting the quality outcomes for children and reviewed the procedures for the safety and welfare of children.
- The inspector took into account the views of parents and carers spoken to on the day and information included in the parents' questionnaires.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Songbirds Day Nursery was registered in 2004 and moved to new premises in 2012. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village of Preston, in the East Riding of Yorkshire. The setting is privately owned and managed. It operates from a converted house and there are enclosed areas available for outdoor play. The nursery serves the local and surrounding areas and is accessible to all children.

The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and one member of staff holds a foundation degree in early years. The manager/owner has a BA (Honours) degree in childcare and has Early Years Professional Status.

The nursery provides care Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 93 children attending, who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special needs and/or disabilities. The nursery also provides out of school and holiday care for older children.

What the setting needs to do to improve further

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

- develop further the already very good resources for children's independent creative development, particularly for the two-year-old children.

Inspection judgements

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

The staff team have an outstanding knowledge of the Early Years Foundation Stage and uses this effectively and consistently to support children in their learning and development. The environment is highly engaging and contains quality resources, which superbly promotes children's learning through a wide range of learning experiences. The nursery incorporates four different sections, which care for babies, toddlers and pre-school children. This ensures that resources and activities are age and stage appropriate for every child. Each room has designated areas of learning, which inspires children to become highly motivated learners. Staff skilfully extend children's language and thinking by modelling language and posing questions, such as 'What will we need next for this to happen?' when children are helping with a volcano experiment. This teaching strategy

promotes children's memory, recall and extends their language skills.

The first class environment is bright, imaginative and significantly enhances children's learning as they freely select resources and engage in independent play. There is scope to give the two-year-old children more independence to freely access an even wider range of resources to support their independent creative work. Children are extremely confident and self-assured and explore their surroundings with lots of enthusiasm. The environment is rich in language with displays that exhibit children's work. For example, around the different learning areas keywords are displayed, encouraging children to notice text within the environment, which they can reference. The outside area is effectively organised. It has three areas, which offer age-appropriate resources for the children. All areas of learning are promoted in the outdoors and children enjoy accessing the outdoor area for extended periods of time on a daily basis, spending time in the garden, experimenting and exploring. Children delight in using the garden area as they look for frogs, search for insects and observe plants through the different seasons, learning about the natural world.

Staff undertake many regular and accurate observations, speak with children and identify their next steps in their development. This becomes the focus that is used for the weekly planning of activities that inspire and challenge all children. Children's individual needs and interests are built into planning. For example, younger children fascinated with babies and growth are supported by staff to develop a role play area to support their interest in looking after babies. This supports children's personal, social and emotional development. Resources are stored on low-level shelving and storage units for children to select. Storage boxes have photographs of the contents attached. This allows children to make independent choices in their play and helps them when tidying up.

Robust observation and assessment procedures monitor children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. Observations clearly identify next steps in children's development as staff are highly skilled in using 'Development Matters in the Early Years Foundation Stage'. This enables them to clearly identify children's skills and assess if they are emerging, developing or embedded. Parents contribute to children's learning by undertaking observations at home and commenting in the learning journals.

Staff have excellent partnerships with parents, which are developed through excellent settling-in procedures and completing 'all about me' forms regularly. In addition, staff undertake baseline assessments, which identify children's developmental starting points upon entry. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept very well informed of their child's progress through daily verbal feedback, parents' evenings and newsletters.

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

Staff give the highest priority to children's safety, while on and off the premises. For example, when children help to prepare snack, staff encourage them to think about how to keep themselves safe by discussing the appropriate use of knives. In addition, when

children are on trips and outings, they discuss road safety issues and stranger awareness before leaving the premises. Children develop an excellent understanding of the importance of exercise through a wide variety of activities. They enjoy many opportunities to play in the outdoor area, walks in the local environment and regular 'music and movement' sessions. Children develop an understanding of healthy eating through discussion and regular baking activities. They learn to appreciate making healthy choices and explore where food comes from. Highly nutritious menus offer an excellent choice of healthy options and include vegetarian options, cultural preferences and children's likes and dislikes. Food is sourced from local shops and is freshly prepared each day on the premises by the cook.

Children express emotions and feelings through their play. For example, young babies use a mirror to observe their facial expressions and movement. Staff provide excellent role models by asking 'What can you see?' Babies 'talk' back to staff, babbling and exploring, making different sounds. This supports even the youngest children in developing their language skills. Staff build extremely warm relationships with children. Children's behaviour is excellent. Staff consistently praise, provide encouragement and offer age-appropriate interventions. For example, older children are encouraged to think about the feelings of other children.

Children learn about different cultures and beliefs by celebrating a range of festivals throughout the year. Staff plan a wide variety of activities to allow children to explore different cultures, such as, food tasting, art and craft activities, cultural dressing-up clothes and using a range of multicultural resources. Opportunities to explore the wider world through using dual language books are also available. The nursery has highly effective partnerships with other providers of the Early Years Foundation Stage. Consequently, children are exceptionally well prepared for the next stage in their learning. Progress and transition documents are completed by staff as children move between rooms in the nursery. Staff consult with other professionals to identify children's individual needs, such as the speech and language therapist. Close working with parents ensure that any medical needs are fully met. There are secure procedures for obtaining information about children's health, such as allergies, from parents, in order that these are fully acknowledged and respected once known about.

The nursery shares their observations of children's learning and interests with other providers when children attend more than one setting. When children move onto school, a number of visits to the school are completed by the children with their key person. Children's transition documents and summary of learning are passed to teachers. This ensures that children are fully prepared in times of change and transition.

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

Safeguarding is outstanding because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well protected in the setting. Staff complete safeguarding training and are well informed about child protection procedures and who to

contact should they have a safeguarding concern. Excellent systems are in place, which enhances safeguarding practice. For example, policies are discussed at monthly staff meetings and there are stringent procedures in place when selecting and recruiting new members of staff. Parents are kept well informed about safeguarding procedures through regular newsletters and the parents' notice board.

The management and staff team are highly motivated to offer excellent levels of care to children and families. As a result, children's learning and development are significantly enhanced. The nursery undertakes self-evaluative practice, which takes into account the views of children, parents and staff. The management team consistently analyse and self-challenge to clearly identify strengths and weaknesses. Staff work towards meticulous action plans, which provide an ongoing programme of development that ensures continuous improvement. The management team are highly supportive of staff's continued professional development and encourage ongoing training opportunities to learn new skills and refresh practice. The leadership by the owner is highly inspirational and motivates the staff extremely well. Staff have a wealth of knowledge and expertise and are exceptional role models for children. Parents are extremely complementary, saying, for example, 'I feel very confident in the care my child receives, the staff are excellent' and 'My child wants to come into nursery when we pass by in the car, very happy with the nursery'.

Planning and assessment procedures are regularly monitored and evaluated. This ensures that staff have an up-to-date knowledge of children's progress as they work towards the early learning goals. Planning is extremely flexible and is based on children's interests and individual needs. Children make excellent progress in their learning and development as activities are purposeful and developmentally challenging. Children are extremely confident, self-assured and are eager to learn. They invite key persons to partake in their play, which builds children's confidence and self-esteem as staff provide positive praise and encouragement. Staff have an excellent understanding of the importance of partnership working, which ensures that children's individual needs are exceptionally well met.

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	EY440481
Local authority	East Riding of Yorkshire
Inspection number	907810
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	94
Name of provider	Songbird Ltd
Date of previous inspection	03/07/2012
Telephone number	01482890441

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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, 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.

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