

Nuffield Health

Nuffield Health Fitness & Wellbeing Centre, Peaches Close, SUTTON, Surrey, SM2 7BJ

Inspection date	28/05/2013
Previous inspection date	02/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The staff have formed secure relationships with their key children. Children receive lots of praise for their efforts and achievements, which supports their personal, social and emotional development.
- Children are well supervised by staff who are appropriately deployed. This means that children are able to explore their environment in safety.
- The staff work with parents to keep them updated about their children's progress. This helps to ensure that parents are included in their children's continuous learning.

It is not yet good because

- Staff do not always promote children's physical development effectively. Staff do not always give children opportunities to be independent at mealtimes, and staff do not always talk to children about how they can develop a healthy lifestyle.
- Staff do not make full use of the outdoor area to further support children's health and wellbeing.
- Staff do not fully support children's interests in, and understanding of, technology during their play.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interactions.
- The inspector talked with staff within the nursery and some parents, and held discussions with the management team.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff suitability records.

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

Nuffield Health Fitness and Wellbeing Nursery registered in 2010 and is one of nine nurseries nationwide. It is situated in a residential area of Sutton, in Surrey Council and operates from a ground floor room within the health club site.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 21 children on roll. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery is in receipt of funding for early education for children aged three and four years

There are six staff working within the nursery, including the manager who holds a degree in Early Years and who holds Early Years Professional Status. There are five staff who hold qualifications at level three.

What the setting needs to do to improve further

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

- strengthen the programme for physical development by creating opportunities for children to be independent during mealtimes and to make healthy food choices
- provide daily opportunities for children to play outdoors

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

- support and extend children's interest in computers and other technology.

Inspection judgements

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

Children make satisfactory progress in their learning and development. There are sound systems to identify children's starting points. For example, parents provide information about their child's care needs and learning as they complete the 'all about me' forms or child entry forms. This helps the staff to plan for the children's interests and individual needs. The systems for observation and assessment, including the two-year-old progress

check are satisfactory. Children play with an adequate range of resources and toys. For example, children thoroughly enjoy playing with the water and younger children take great delight in splashing the water. The staff complete assessments of the children's progress, which are shared with parents. In addition, staff talk to parents at the end of each day to keep them updated. This helps to ensure that parents are included in their children's continuous learning.

Children begin to learn about caring for their environment, as staff encourage children to tidy away toys. Staff help children to learn about their own and others' cultures through activities and celebrations. For example, they celebrate Chinese New Year and Christmas. Staff adequately support children learning English as they work with parents to find out key words in children's home languages. This means that staff are able to communicate with children while also promoting their home languages. This helps to support children's self-confidence and esteem. Children are able to see displays of different written languages, for example, welcome posters. This helps to ensure that children and parents feel included and valued. In addition, staff use visual timetables with the children to support communication and language development. Many of the older children are confident talkers and take part in lengthy conversation with visitors. They are interested to find out what visitors are doing at their nursery and show a keen interest in technology. For example, children ask if they can do their work on visitor's laptops. However, staff do not extend children's interests in technology, as they do not encourage children to use the nursery computer. Children enjoy looking at books on their own and having stories read to them. Children choose books for staff to read and they show a keen interest in books. Older babies enjoy looking at books as they look intently at the brightly coloured pictures. Children of all ages enjoy taking part in nursery rhymes and they join in with the actions and songs. Staff use this time to develop children's mathematical development as they sing different number rhymes. Consequently, children receive satisfactory levels of support to prepare them for the next stage of their learning.

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

Children begin to learn about their own safety through the regular fire drills that take place. In addition, staff talk to children about their own safety, reminding them not to hang onto the safety barriers. As a result, children are able to play and explore their surroundings confidently and safely. There is an effective key person system in place and children have formed secure relationships with their carers. For example, staff respond appropriately to children's requests for hugs and children all of ages are warmly greeted on arrival. Staff use appropriate methods to manage children's behaviour. For example, staff get down to children's physical level and talk to them in a calm way. They remind children to use their 'caring hands' and to share with their friends. Staff offer children lots of praise for their efforts and achievements, which promotes their self-esteem and confidence. This means that children begin to develop an understanding of behaviour expectations in relation to their ages.

Children play with an adequate selection of resources and activities that supports their all round development. Children are beginning to develop their independence skills. Toys are

stored at low-level, and pictures and words identify the contents of boxes. This enables children to make some choices in their play. However, staff do not always promote children's independence and self-care skills at mealtimes, as they serve children's food and drinks. In addition, staff do not always talk to children about the effects of food on their health and how they can develop a healthy lifestyle. This is because staff do not regularly have these conversations with the children. However, children follow hygienic routines, such as hand washing and staff prepare and serve food hygienically to promote children's health. Children practise their kicking and throwing skills as they excitedly play with balls in one of the indoor studios. However, staff do not make best use of the well-resourced outdoor area as daily outdoor play is not always encouraged. For example, staff tell children that they cannot go outside as it is raining. This limits children's ability to explore a range of activities outdoors and is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage.

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

The manager has a satisfactory understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage Framework. The inspection was brought forward following concerns received by Ofsted about the educational programme, staff suitability, training, support and skills, safeguarding practices, ratios and supervision of children, medication administering, equal opportunities, children's health, behaviour management, children's safety and risk assessment procedures and partnership working with parents. It was found that an incident had occurred prior to the inspection. The staff and manager had failed to identify a potential hazard to children in the garden. This was because of ineffective risk assessment procedures. The manager took appropriate action to increase staffs' understanding of risk assessment processes. As a result, effective risk assessment procedures are now in place to minimise potential hazards to children.

The inspection found that overall the educational programme adequately supports children's learning and development, however, that children's physical development is not always fully promoted. There are robust recruitment procedures in place, which helps to ensure that adults caring for children are suitable to do so. There are suitable induction processes for all new staff and appropriate emphasis is placed on promoting staff's continuous professional development. Staff are able to attend training courses organised by their local authority and in-house training. This helps to ensure that staff continue to improve their skills and knowledge. Management and staff demonstrate a suitable understanding of safeguarding issues and the procedures to follow if there are concerns about children's safety. Staff are suitably deployed to help ensure that children are appropriately supervised and ratios complied with. Staff are aware of the procedures to follow when administering medication to children. For example, staff seek parents' written consent before administering medication and appropriate records are in place after medicines are administered. Staff use suitable methods to maintain hygiene standards. For example, staff wear aprons when handling and serving food and warm children's bottles appropriately. In addition, staff work with parents to find out children's dietary requirements and any allergies they may have. Management and staff implement

appropriate behaviour management strategies to help children to learn about behaviour expectations. There are appropriate systems to ensure that staff and children are included and valued. There are satisfactory systems to promote partnership working with parents, who are encouraged to be involved in their child's learning.

The manager and staff have a suitable understanding of the learning and development requirements of the Early Years Foundation Stage Framework. The manager is able to identify the strengths and weaknesses of the nursery. She continues to work with the local authority and staff to monitor the effectiveness of the educational programme. There are satisfactory processes to evaluate quality and identify improvement throughout the nursery. For example, a programme to improve children's mathematical development is in place and staff continue to address this. The manager and senior management team work together to address any gaps in staffs' understanding of the learning and development requirements. They provide regular training to staff to improve their knowledge. Since the previous inspection, the manager and staff have adequately addressed the recommendations. As a result, systems for observations and assessment are sound and children's dietary requirements identified.

There are sound systems to promote partnership working with parents and parents are positive in their feedback about the nursery. Each child has their own personal developmental record, which are accessible to parents. Staff work with parents to obtain information about children's interests, likes and dislikes. They also obtain information that will help him to provide consistent care. For example, children's health needs, languages spoken and any cultural observances. Staff have suitable systems in place to support children learning English as an additional language. Staff adequately use their observations and assessments of children's progress to identify gaps in children's learning. As a result, they are able to seek professional intervention to secure additional support for children as needed. Staff talk to parents on a daily basis as a means of keeping them informed of children's activities and progress. The manager and staff are in the very early stages of developing links with other professionals. For example, the staff continue to develop links with local schools in order to help children move smoothly on to school.

The Childcare Register

The requirements for the compulsory 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	EY406570
Local authority	Sutton
Inspection number	920154
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	21
Name of provider	Nuffield Health
Date of previous inspection	02/06/2010
Telephone number	02087707858

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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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