

Serendipitys Day Nursery & Pre-School

52 London Road, New Balderton, Newark, Nottinghamshire, NG24 3AH

Inspection date	16/05/2013
Previous inspection date	21/10/2010

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		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 management team are committed to providing high quality care for children. They have devised robust ways of monitoring children's assessments and staff's interaction with children, which ensures all children are making good progress in their learning and development.
- Strong partnerships with parents mean that children's individual needs are respected and met, and there is a consistent approach to children's learning.
- Children develop good communication and language skills because staff engage with them constantly and provide many opportunities for them to speak and listen, both individually and in small groups.
- Staff are warm, sensitive and give children consistent messages. As a result, children feel safe and show high levels of confidence and independence.

It is not yet outstanding because

- There is scope to improve use of the outdoor area in order to enhance children's exploration and outdoor learning experiences.
- Open-ended resources, such as boxes, containers, bags and fabrics, are not routinely accessible, to encourage children to play and explore in different ways.

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 conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector observed children's activities in all the indoor play areas and the outdoor area and undertook a joint observation with the nursery manager.
- The inspector spoke with the owner, manager, staff, children and parents at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's action plan and a selection of policies.

Inspector

Janice Walker

Full Report

Information about the setting

Serendipity's Day Nursery and Pre-School registered in 2005. The nursery is one of four, owned by a private provider and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a large Victorian style house in Balderton, on the outskirts of Newark. Children are cared for in three base rooms according to their age and level of ability. Babies and toddlers are cared for in rooms on the ground floor, and pre-school children, on the first floor. There is an enclosed rear garden, which is used for outdoor play. The setting serves the local and wider communities.

The nursery employs 14 members of childcare staff, including the manager; eight of whom hold appropriate early years qualifications at level 3 and one at level 2. In addition, one member of staff has Early Years Professional Status. The nursery is open each week day from 8am to 6pm. Early starts are available from 7.15am by prior arrangement. The nursery is open all year round, closing only for public holidays. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The nursery provides funded early education for 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.

What the setting needs to do to improve further

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

- enhance children's outdoor learning experiences to further encourage their exploration, for example, by enabling them to move seamlessly between indoors and outdoors, and by maximising opportunities provided by the unique features of the outdoor environment
- increase opportunities for children to access open-ended resources, such as boxes, containers, bags and fabrics, in order to encourage them to play and explore in different ways.

Inspection judgements

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

Staff have a secure knowledge and understanding of the seven areas of learning and how young children learn. Daily routines are thoughtfully organised with regards to the balance

of adult-led and child-initiated activities within each group room. Adult-led activities increase as children progress through the nursery in order to support them in developing the skills they will need when they move on to school. Good links with local schools, which include visits for children to engage in gardening activities, support this well. During morning group times, staff consult with children about what activities they want out. As a result, children are interested in what is available, which makes their learning enjoyable. Staff make useful observations of what children like, and can do. They make effective use of this knowledge to identify children's next steps in learning and to plan activities to support their continued progress.

The outdoor area is regularly used and is well organised, offering a good variety of interesting and challenging experiences. For example, children practise their developing coordination as they ride see-saws and wheeled toys, climb on the climbing frame and play with balls and hoops. They explore the natural world as they play with sand and water in water trays and show good manipulative and problem-solving skills as they complete inset boards. However, staff do not maximise opportunities offered by the distinctive, unique features and special characteristics of the outdoor environment. As a result, children's outdoor learning experiences do not always build upon and extend what they learn indoors. In addition, children are not able to seamlessly move between indoors and outdoors in order to enable them to develop their ideas without unnecessary interruption. Adult-led activities and group times are carefully planned by staff to support children's next steps in learning. Daily circle time is very well used to encourage good behaviour and raise children's self-esteem through reward systems. During adult-led sessions, children take it in turns to speak, listen and practise signing they have learned. They learn the days of the week through a fun, singing session and demonstrate good number awareness and counting skills as they count up to today's date, counting on, from yesterday, and then on again, to tomorrow.

The indoor environment is well organised into areas of continuous provision. During children's choice times, they happily move around making independent choices about what they want to play with. In the baby room, babies show good attention skills as they concentrate intently with toys of their own choosing. They confidently attempt to speak, using words and gestures, and staff encourage this through their high levels of attention. These children have good opportunities to explore the wider world through regular outings. They explore the wider world through visits to see animals, picnics and visits to local resources, such as the library. Children in the toddler room develop their understanding of the world by playing with a wide range of small-world models, such as dolls' houses, cars and train tracks. The cosy book area is well-used in this room and children develop good language skills as staff encourage them to join in familiar phrases and talk about the pictures, as they share books together. Pre-school children practise their reading and writing skills through enjoyable sensory experiences, such as making marks in glittery shaving foam. These children show good levels of imagination. They play cooperatively in small groups, re-enacting familiar experiences, such as a birthday party. They demonstrate high levels of confidence and effective communication skills as they do so. Resources throughout the nursery, to support children's imaginative play, are good. However, resources do not routinely include those which can be used, moved and combined in different ways. This means that opportunities for children to explore and extend their creative skills are not as rich and varied as they could be.

Staff make themselves available to share information with parents as they bring and collect their children, and greet them with genuine warmth and friendliness. This provides opportunities for parents to share what children have been doing at home. Staff ensure parents are fully informed about what children have been doing during the session and their achievements and progress. Along with the verbal exchanges, there are notice boards and digital photograph frames displaying the day's activities. Notice boards around the nursery and regular newsletters provide parents with details of current themes and topics, providing them with purposeful opportunities to become involved in their children's learning. Parents receive copies of children's assessment records, which includes next steps in their learning. This means they have comprehensive information to enable them to support their children's learning at home.

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

Children settle well due to the effective key person system. Key persons work closely with parents, gathering information about children's routines and preferences to build a picture of what children need, and like, to do. They use this information to provide activities that they know children will enjoy. Daily routines are organised so that children spend lengthy periods of time being cared for by their key person. This helps them to form strong attachments to an identified person and consequently develop a deep sense of security. As children progress through the different nursery rooms, staff provide sensitive support so that this transition is smooth, and at an appropriate pace for each child. For example, a child moving from the toddler room, thoroughly enjoys a visit to the pre-school room. This is because he is able to engage with his favourite toys and is supported for the duration of his visit, by a familiar member of staff. This level of support means children develop high levels of confidence. This is demonstrated as they confidently talk to each other as they play, seek help and support when they need it and confidently voice their views and opinions. For example, at lunch time, a child states, with extreme self-assurance, which parts of his meal he likes and which he dislikes. Other children announce what they want to play with, which resources they want to use and when they need the bathroom. Children's behaviour is good. This is because staff praise positive behaviour and support them to understand the viewpoint of others. Staff explain rules to children and reinforce these during small group sessions, so that children remember, and understand the reasons why they are in place. The personal and social skills that children gain within the nursery, support them well in making the transition to school, when the time comes.

Children show a good awareness of safety due to effective support from staff. They follow the rules regarding safe use of large equipment, such as the outdoor climbing frame. As they move around the nursery, they hold onto the handrail as they go up and down stairs, and follow simple rules, such as waiting while staff undertake head counts as they move in and outdoors. Older children demonstrate an informed understanding of the rules regarding fire safety. They confidently relay the rules, and are able to explain the need for speed and cooperation. Children's good health is promoted well as all children spend regular times outdoors for fresh air and physical activity and high regard is given to children who become ill at nursery. Nursery meal times are used well to promote children's good health. Meals are varied, home-cooked and nutritiously balanced and children eat

well. These times are also effectively used by staff to support children's growing independence. Children serve themselves and engage in sociable conversation with others at their table.

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

Children are safe in the setting and their well-being is effectively promoted. This inspection was brought forward following a concern, resulting in a visit by Ofsted which identified breaches of registration. These related to failure to notify of a significant event and concerns, related to reviewing of the risk assessment and related provision of information to parents. The inspection found that the management team demonstrate a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, including the requirements regarding notification to Ofsted. Staff are guided by a wide range of carefully considered, regularly reviewed policies, which are shared with parents, to ensure children's safety. Risk assessment procedures are embedded in practice; the manager vigilantly ensures that routine, daily safety checks are undertaken in line with procedures and the risk assessment is regularly updated in response to newly identified risks. All staff undertake safeguarding training as part of their induction and this is regularly updated during staff meetings. They demonstrate a clear understanding of their responsibilities in this area and relevant information is visible and readily available. The premises are secure and good ratios of staff to children, along with staff's vigilance, ensure that children are well supervised. Staff meticulously follow procedures when taking children on outings, ensuring appropriate measures are in place so that children remain safe while they are off the premises. There are comprehensive systems in place to check that staff are, and remain, suitable to work with children.

The management team demonstrate a strong commitment to providing high quality care and learning for children attending. They have introduced managerial tools which are highly effective in monitoring staff performance. In addition, staff routinely reflect upon their own practice in their strive for improvement. For example, they make adaptations to planned activities which have not been as successful as they would like, in order to improve children's learning experiences. Regular in-house training takes place and staff are encouraged to improve their qualifications to extend their existing skills and abilities. As a result, staff are competent in carrying out their roles and responsibilities, with senior members of the team providing good support and guidance to those who are newer, or less experienced. There is a comprehensive self-evaluation which includes input from staff, parents and children. It demonstrates a clear and accurate understanding of the strengths of the setting and areas where there is scope for improvement. An action plan, with well-identified priorities for improvement, is drawn from this and successfully supports the ongoing improvement of the setting and consequently, the outcomes for children.

Newly implemented systems for monitoring the progress that children make in their learning and development, are comprehensive. The manager collates information about individual children to ensure that they are progressing in line with expectations, and to identify any emerging concerns. Nursery staff work effectively with other agencies which helps to ensure that any additional support needed for children with special educational

needs and/or disabilities, is arranged efficiently, so that they make good progress. The nursery is proactive in sending information about children to new settings when children move on, in order to support their transition. Staff establish positive relationships with parents. They gather detailed information at the outset, so that they are able to respond positively to children's individual needs. There are many channels of communication, including the nursery website, notice boards, verbal discussions, a parent forum, cheese and wine evenings and regular newsletters. As a result, parents receive good information about what is happening in the nursery. Parents spoken to during the inspection spoke highly of the skilled, supportive staff team, particularly praising the warm, welcoming environment they create and their competence and positive attitude to caring for children with complex medical 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	EY310715
Local authority	Nottinghamshire
Inspection number	917161
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	61
Name of provider	Serendipity's (Day Nursery) Child Care Services Ltd
Date of previous inspection	21/10/2010
Telephone number	01636 679050

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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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