

Savoy Road Community Nursery

Ings Children's Centre, Savoy Road, HULL, HU8 0TY

Inspection date

31/07/2013

Previous inspection date

13/07/2010

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

- Children's individual care routines are well met. This is due to staff working closely with parents and knowing children's individual likes and dislikes.
- Children are happy and settled at the nursery. Staff offer children a wide selection of quality resources and learning experiences that engage them effectively in their play and learning.
- Children are cared for by staff who have consistently high standards and provide rich, varied and imaginative experiences as they have a clear understanding of how children learn.
- Children are safeguarded well by staff who implement and understand safeguarding practice and procedures. This is given high priority throughout the nursery, which ensures children are safe and well cared for.

It is not yet outstanding because

- Opportunities to further develop children's very good knowledge of the natural world and how things grow, though using the outdoor garden area are sometimes missed.
- Adult-led groups are not always timed effectively so children can pursue their own interests as they wish.

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.

Inspection activities

- The inspector observed, interacted and talked with children inside and while playing outdoors during the inspection.
- The inspector took account of the views of parents spoken to on the day and from written information.
- The inspector observed sleep routines and meal times.
- The inspector sampled documentation, checked suitability of staff and the qualifications of staff working with children.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.

Inspector

Caroline Basham

Full Report

Information about the setting

Savoy Road Community Nursery was registered in 2010 and is on the Early Years Register. It operates from the Ings Children's Centre within the Ings Resource Centre in the east of Kingston-upon-Hull. The nursery is run by Child Dynamix, a limited company and registered charity. The nursery serves the local area and is accessible to all children. It operates from a ground floor purpose built premises and there is a fully enclosed area available for outdoor play, which incorporates an undercover play area.

The nursery employs eight members of child care staff. Of these, all staff hold appropriate early years qualifications at level 3 and above. The manager has Early Years Professional Status. The nursery opens Monday to Friday all year round, apart from one week at Christmas, with sessions from 8am until 6pm. Children attend for a variety of sessions. There are currently 79 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- provide flexible routines so children can pursue their interests and maximise their own learning
- develop the garden area to enhance children's understanding of the natural world and the food chain through planting, growing, gathering and preparing different foods.

Inspection judgements

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

Children's individual needs, routines and interests are shared through close partnerships with parents. This helps provide a clear picture of each child and their starting points. Staff use this information well to effectively plan and assess children's learning experiences. Children settle quickly and happily into the nursery and make very good progress. The children's individual learning journal files are shared with parents and provide information about what each child enjoys and assessments and observations carried out by their key worker. Staff have a good secure knowledge about how children learn and progress. This

is reflected in the very good standards of teaching and learning that takes place. Staff plan, mostly, effectively using children's interests and their next steps are clearly recorded and monitored to ensure their individual's needs and interests are effectively met.

Children readily engage with the generally, wide range of resources and activities provided. Older children play cooperatively together and know to take turns and share as they play. Children are confident to select what they want to do and staff provide support, where needed, to develop and extend their play experiences. A balance of both adult-led and child-initiated activities are offered. However, some routines are not always flexible enough to allow children to fully pursue their own interests and adult led group times are sometimes too long. This means, occasionally, some younger children lose interest when sitting on the carpet.

Young children enjoy singing and dancing along to their favourite story song sack. They hold the animal puppets and dance as staff sing the 'Animal Boogie' song. The children are starting to develop good communication and language skills, which are clearly enhanced through the skilful staff and the support given to all children. Other children splash in the paddling pool and laugh and squeal as they interact with staff. Babies learn about independence as they are supported to mix their own paints and paint their own feet and crawl on the large paper making patterns in the paint. Staff allow them to explore and they are allowed to get messy as they experiment through this sensory, creative experience. Older children make blueberry muffins with the nursery cook and take turns to mix in the eggs and follow the recipe with support. This extends children's understanding of how they can make changes using different ingredients.

Babies show contentment because experienced staff give high levels of attention to their personal care routines and their need to explore. The good selection of sensory areas and treasure baskets fully enhance their experiences and desire to investigate the world around them. They know routines well and help to sweep up the sand in time for snack time. Early communication and language development is enhanced as babies copy and imitate animal noises as they press buttons on cause and effect electronic toys. This helps to develop their understanding of early technology and babies learn quickly that a button or lever can make a noise when pressed.

Children with English as an additional language are supported well and staff use basic picture dictionaries for words, which aid them to settle children effectively. Children with special educational needs and/or disabilities are supported well and staff work closely with other professionals to enhance their care and learning. The good support and learning experiences provided for all the children enables them to be ready to move onto the next stage in their learning, for example, when they go to school.

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

Children are very secure in their attachments with their key person and form good relationships with staff because they are sensitive to the children's individual needs. 'Significant second' staff are in place to cover a child's individual needs should their key worker be absent. This helps to ensure personal routines are very well met. As a result,

children settle well and quickly become engaged and motivated in their play and learning. Children rest and sleep when required and soft music is played while they settle on individual beds, while being carefully observed by staff. The range of good, accessible resources and equipment in all areas of the nursery offer a stimulating and attractive environment that is very welcoming for the children.

Staff work well together and respond sensitively to the children, to enable them to express how they feel. This supports children's good behaviour because they feel secure. Children follow routines well, such as washing their hands prior to meal times. They know to ask an adult before they go outside as they understand about keeping safe. Older children take their own lunch pots to the kitchen when they have finished at the table. This is effective in promoting children's self-assurance and independence.

Staff support transitions very well in the nursery, to ensure children and parents are secure in the arrangements with their new key person and routines. Healthy, nutritional meals and snacks are provided for the children and staff support them to try different foods, such as vegetables. Good information is promoted about being healthy through activities and discussion with the children and parents. Children clean their teeth each day after lunch. This results in children learning about the importance of looking after their teeth.

Children are active and access fresh air through unlimited access to the outside area. Children enjoy a wide range of equipment and activities. They pedal bikes, push prams and their physical development is enhanced as they climb up into the raised play house. These activities effectively develop children's independence and physical skills very well. Other children search for coloured stones outdoors and use paint and chalks to express themselves creatively. However, children have less opportunities to develop and use the growing area of the garden to enhance their developing understanding of the natural world and the food chain.

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

Staff have a good knowledge and understanding of the importance of safeguarding children. All staff attend safeguarding training and the nursery holds this area in very high regard. The outdoor area is secured by a high fence and access gates have cameras installed with additional bolts to ensure children are kept safe whilst playing out of doors. Risk assessment processes are effectively carried out, reviewed and used to further ensure all areas of the nursery are safe to access at all times and children cannot leave unsupervised. Policies are regularly revised and comprehensive complaints procedures and systems are used effectively to further enhance the good quality practice in place. This also ensures all documentation reflects current guidelines and practices.

The monitoring of children's progress and teaching and learning is, generally, managed effectively on a regular basis by staff and management. The nursery uses self-evaluation

processes and gains the views of staff, parents and children to ensure a holistic approach towards enhancing the nursery is taken. Results are collated and development plans are made and shared, which show areas to improve and timescales for these to be met. For example, funding has been secured to incorporate patio doors into the toddler room to enable the children to gain easier access to the outdoor area. Comprehensive complaints procedures are in place and are followed competently. This ensures complaints are fully recorded and investigated should they arise.

Staff knowledge and skills are underpinned through up-to-date training and regular staff meetings are held where information and practice is shared. Staff are deployed efficiently and appropriately throughout the nursery. This ensures children are cared for effectively and due to this, children are safeguarded further. Recruitment and selection procedures are robust and ensure all staff are vetted and suitable to work with children. The support for staff is good through regular supervision, appraisals and access to ongoing training. This enables all staff to regularly extend their skills and knowledge.

Staff work effectively with other professionals to support children who attend the nursery. This ensures children receive a consistent and targeted approach to help them progress. Partnerships formed with parents are very good. Regular newsletters are circulated and notices display relevant up-to-date information with regard to nursery life. Daily contact with the key person and children's individual diaries enable a positive two way flow of information with parents to ensure their children's changing needs are fully shared and supported. This enables parents to contribute and be engaged in their children's learning and progress. Parents speak very highly of staff and say they highly recommend the nursery to family and friends. They speak of the very good progress their children have made while attending the nursery and see it as a vital and much valued part of the local community.

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	EY402036
Local authority	Kingston upon Hull
Inspection number	930454
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	79
Name of provider	Child Dynamix
Date of previous inspection	13/07/2010
Telephone number	01482 318 516

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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