

Summerhill Day Nursery

Summerhill, 22 Beechwood Drive, Beechwood, PRENTON, Merseyside, CH43 7ZU

Inspection date	16/09/2013
Previous inspection date	22/10/2012

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 manager and staff have a good awareness of how children learn. They make the most of opportunities to promote children's learning through play, discussion and group activities. Consequently, children enjoy a broad range of quality experiences linked to their interests and developmental needs.
- The key person system enhances the relationship with children and their families. Children develop secure trusting relationships with their key person and other nursery staff.
- The manager and staff are an enthusiastic team of childcare practitioners who aim to continuously improve the quality of the provision to effectively support children's learning and development.
- Children are effectively safeguarded. All staff are well informed about child protection issues and the premises are safe.

It is not yet outstanding because

- Although there is a strong commitment to partnership working with parents, they have fewer opportunities to contribute what they know their child can do at home.
- Staff are committed to promoting equality of opportunity, however, there is scope to improve resources, which support children's understanding of the diversity of society.

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 in the designated indoor and outdoor play areas and viewed the resources and equipment available to the children.
- The inspector held meetings with the manager, talked to staff and carried out a joint observation with the manager.
- The inspector looked at children's records and a sample of the required documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

Summerhill Day Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built accommodation in Birkenhead, Wirral. The nursery is managed by the Board of Trustees as part of the Beechwood Community Trust. The nursery is accessible to all children. It operates from three designated playrooms and there is an enclosed area for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications; eight at level 3 and four at level 2. The manager holds Early Years Professional Status. The nursery opens Monday to Friday from 7.30am until 6pm for 51 weeks of the year. There are currently 53 children attending 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 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:

- strengthen the opportunities for parents to contribute what they know about their child to further increase their involvement in their children's learning and development

- extend the range of resources which reflect the diversity of society with particular reference to positive images of people who are disabled, to deepen children's awareness of others.

Inspection judgements

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

Staff know how children learn. They plan and provide a varied range of stimulating activities and play opportunities. Emphasis is placed on following children's interest and for their play experiences to be enjoyable. Staff have a flexible attitude towards implementing their planning and skilfully adapt activities in response to children's play preferences to achieve the same learning outcome. For example, staff introduce numeracy to children's water play because they choose not to pursue the planned number game. There is a real sense of fun and laughter can be heard throughout the nursery. Children are busy in play and are encouraged to complete tasks themselves, consequently they are developing the characteristics of effective learners. The positive and playful staff team are good role

models to motivate children to play and learn. Staff use their knowledge of the Early Years Foundation Stage and child development to effectively support children's good progress across the seven areas of learning. Key persons are responsible for preparing their individual key children's planning to support their progress. Planning is informed through ongoing observations, information gathered from parents and if applicable information from other professionals involved with the children. Parents are encouraged to share information about their children's learning and development at home. However, there is scope to increase opportunities for parents to contribute what they know about their child's learning to further enhance the positive impact the partnership has on children's development and learning. The assessment of children to support their progress begins when they first start and parents are involved in this process. Key persons complete the required progress check at age two, helping to ensure that any gaps in children's learning are easily identified. Parents are provided with information to guide their child's learning at home through newsletter, information leaflets and discussion with key persons.

Staff thoughtfully plan the play rooms to create stimulating environments to motivate children's desire to explore and learn. The continuous provision of a wide range of play materials and resources gives children opportunity to play at their own pace and return to equipment to practice skills. Children from an early age are confident to access resources independently. Staff fully embrace outdoor learning. They plan daily play in this environment in the knowledge that for some children this is the preferred learning area. Outside, staff and children talk about the effect of the 'windy' weather, they watch the movement of the trees and interpret this in their body movements. The children enjoy the sensation of running in the wind. The promotion of language development is intrinsic to all aspects of the nursery life. Staff have created communication-friendly areas in the playrooms and outside to support speaking and listening skills. Older children are confident communicators. At the nursery's 'circle' time children confidently share experiences and knowledge from different parts of their lives with each other. They demonstrate that they have developed the skill of turn taking in listening and talking during group activities. The children are eager to share their ideas and ask questions. The teaching of phonics is evident, as some older children demonstrate good skills in sounding out familiar letters. Staff respond positively to babies' vocalisation. They sing to babies and use repeated language to help them learn new sounds and words. All staff speak clearly to children for them to hear the correct pronunciation of words.

The nursery routine gives children time to play in a relaxed and unhurried manner and to become fully absorbed in activities. Babies delight in exploring a large amount of previously cooked pasta and paint on large sheets of paper secured to the floor. This activity fully engages the babies' interest as they lift and drop the pasta and watch where it lands and pick it up again. This promotes the use of a hand grasp movement which is an important aspect of physical development required for future writing skills. They notice the marks they make with the paint as they move around the paper. Planning shows that babies have many experiences, such as this, which promotes learning through using their senses. All ages of children have many opportunities to be creative which in many activities result's in them developing their problem solving skills. For example, toddlers use the large soft shapes to construct their own designs; these include a den, towers and a pathway to balance on. Role-play areas are adapted and resourced to support children's understanding of the world around them. The current focus of role play in the pre-school

room is as a 'home' setting with resources relating to attending to the needs of babies. This is to help a number of children prepare for the arrival of a baby to their family and for the whole group to learn about taking care of a baby. Staff maximise children's learning through responding to spontaneous situations. Children found a caterpillar in the outdoor play area which lead to them researching this insect and its life cycle to help them understand how living things grow and develop. In response to this discovery, the toddlers enjoy a butterfly hunt in the outdoor area. Staff hide different coloured paper butterflies labelled with numbers and they excitedly follow instructions to look for specific colours and numbers. Staff are implementing individual children's planning in this fun activity. As a result of children's experiences at nursery are well prepared for the next steps in their education.

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

The staff team are caring and supportive, which contributes to children feeling safe and secure and forming trusting relationships. Staff gather good information from parents to ensure each child's needs are known and met. This is enhanced through the successful key person system. It is understood that children often gravitate towards a member of staff they feel more comfortable with. In such situations if that member of staff is not their key person their choice is respected. The key person is changed to make sure that the child can develop the special relationship to effectively support their progress. This relationship significantly helps to equip children with firm foundations to develop skills for future learning. Procedures are in place to support children's smooth transitions as they progress through the nursery and on to school.

Staff are good role models for children's behaviour. They support children's developing understanding of acceptable behaviour and how to manage their feeling through being sensitive and consistent in their approach. Children enjoy the social aspect of their play. Babies laugh together as they play hide and seek with staff and show at this early age their understanding of taking turns. Children learn to be inclusive with each other, showing politeness, friendship and tolerance during activities. They invite children to join in activities saying 'would you like to play'. Pre-school children take part in planned activities around feelings and behaviour, such as, identifying what makes them feel 'happy or sad' to help them understand their emotions. Children take responsibility towards their environment as they willingly help staff with tasks, such as, preparing for an activity and putting away resources after use. Children learn about keeping safe, for example, staff gently remind them not to run in the wet play area as they may slip and hurt themselves and they practise the fire drill so that they know what to do in an emergency.

The nursery is well-resourced and children independently access their own resources and self-initiate their own play. Resources are age and stage appropriate, offering a range of learning experiences. Activities are planned and specific resources available to help raise children's understanding and respect for the diversity of society. However, these resources have fewer positive images of people who are disabled so that children deepen their awareness of others.

Children have the space to pursue energetic play in both the indoor and outdoor environment to help nurture their enjoyment of being active as part of a healthy life style. Water is accessible at all times and they learn to respond to their bodily needs and drink when thirsty. Staff regularly offer babies drinks to ensure they are hydrated. Children benefit from a range of meals and snacks that are freshly prepared by the nursery cook. The menu provides a variety of tastes and textures and incorporates plenty of fresh fruit and vegetables. Children's self-help skills are encouraged and effectively supported as they serve their own food at mealtimes. Hygiene routines are thorough and routinely reinforced through discussion and everyday practice. Older children are competent in attending to their self-care, including cleaning their teeth after eating lunch.

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

The manager has a good understanding of the safeguarding and welfare requirements, which ensure children are effectively safeguarded. Staff demonstrate a good knowledge of child protection procedures. They are confident about their individual role and responsibility to protect children from harm. Risk assessments help to effectively identify and minimise potential safety issues. The security of the premises is good. The installation of close circuit television cameras helps to monitor activities in both the indoor and outdoor environment for children safety. The written policies reinforce good practice. These include procedures regarding the collection of children, which is shared with parents and ensuring unauthorised persons cannot enter the premises. Robust recruitment and vetting procedures ensures that all adults working with children are suitable to do so. All required documentation and records are in place and made readily available for the inspection. The deployment of staff is good and the ratio of adults to children exceeds the minimum requirements, which means that children are well supervised and effectively supported.

The enthusiasm of the manager is reflected in the staffs' practice. The staff team are committed to the continuous evaluation and improvement of their practice. The self-evaluation processes identify the nursery's strengths and target plans are in place to secure further improvements. The recommendations from the previous inspection have been fully met to further promote children's learning and development. Staff appraisals, staff meetings and mentoring means staff are given good support, direction and coaching to build on their already good practice. The manager and room leaders monitor the quality of planning to ensure that they offer a full range of learning opportunities across all the areas of learning and children make good progress. Staff work very well as a team and they share the high expectations for children's achievement.

Parents are complimentary of the nursery and they comment that staff are friendly and approachable and support children's learning and development very well. Effective partnership working with other professionals involved with children, including those who deliver the Early Year Foundation Stage to the children at other settings, are established. This contributes to children's progression, the smooth transition to their next stage of education and ensures that those with special educational needs and/or disabilities are

well supported.

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	306502
Local authority	Wirral
Inspection number	932053
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	53
Name of provider	Beechwood Community Trust Limited
Date of previous inspection	22/10/2012
Telephone number	0151 606 1567

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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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