

# Springfields Day Nursery

Beacon Street, LICHFIELD, Staffordshire, WS13 7BJ

<b>Inspection date</b>	12/09/2013
Previous inspection date	01/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
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

- Practice in this nursery is truly worthy of dissemination to other providers. Leadership is inspirational and drives the pursuit of excellence in all of the setting's activities. This ensures all children's needs are met exceptionally well.
- Children benefit from rich, varied and imaginative experiences that are delivered by staff who have expert knowledge of the areas of learning, how children learn and how they can support this. As a result, children are highly motivated, very eager to join in and consistently supported to make as much progress as they can, given their starting points and individual abilities.
- Children's transitions within the setting, from home and to school are extremely well supported. This significantly contributes to children developing a secure sense of well-being, in order for them to be effective learners.
- Children's needs are quickly identified through highly effective partnerships between the nursery, external agencies and other providers. Partnerships with parents are highly effective in supporting children's learning at home and in the nursery.

## 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 five of the nursery rooms and in all of the outdoor learning environments.  
The inspector held discussions with the Asquith Court Nurseries Care and Educational regional manager, the nursery manager, all senior staff and staff working in the nursery, about children's play and care routines.
- The inspector checked evidence of risk assessments and the safe supervision of children.
- The inspector conducted a joint observation of a children's activity with the manager.
- The inspector spoke to children and parents to obtain their views about the setting.
- The inspector looked at children's assessment records and planning documentation; and spoke to adults with designated key person roles and responsibilities.
- The inspector checked evidence of the suitability and qualifications of the staff, the setting's self-evaluation form and improvement plan.

## Inspector

Christine Armstrong

## Full Report

### Information about the setting

Springfields Day Nursery is one of 81 national nurseries run by Asquith Court Nurseries Limited. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 1989 and operates within a converted school building and from five play rooms, one learning room and one child's kitchen. It is situated within a residential location in Lichfield, Staffordshire.

There are currently 122 children under five years on roll, some of whom receive funding for nursery education. The nursery supports children who have English as an additional language. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to an enclosed outside play area.

The nursery employs 44 staff, of whom 42 hold early years qualifications to level 2 and above. One member of staff has achieved Early Years Professional Status, two members of staff have a degree in Early Childhood Studies and one member of staff is working towards a foundation degree. The nursery also has an administrator and two cooks.

### What the setting needs to do to improve further

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

- consider enhancing the already excellent photographic and written guidance displayed for parents in Room One to provide even more extensive support for children's home learning.

### Inspection judgements

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

Children are exceptionally well prepared for school and their next steps in learning because staff have expert knowledge and highly developed skills in supporting and extending their learning. For example, staff have an in-depth understanding and place high value on the critical role parents have to play in their children's learning. They use a number of highly successful strategies to engage all parents to take part in their children's learning in the setting and at home. This is an important element in supporting children's future success in learning at school. For example, staff plan an excellent range of 'Stay and Play' sessions that are sharply focused on children's individual interest and experiences and planned to ignite and extend their learning. During these sessions staff demonstrate how resources, such as, sand and creative resources, can be used to support very young children and babies to explore and experiment using all their senses. This

helps to support parents to find out how their children are learning at the nursery and what type of activities their children would enjoy and benefit from at home. This is exemplary practice in supporting parents to enhance their home learning environment.

Parents are also invited to make rich contributions to children's learning environment. For example, parents are encouraged to provide photographs of children and their families. These are made into books and used very effectively by staff to support very young children's communication skills and interest in books. Parents are also encouraged to contribute to the rich print environment around the nursery by providing print in children's home languages. This helps to fully extend children's awareness that a wide range of print carries different meanings. Parents are also encouraged to provide high levels of support and guidance to staff so that they can speak and recognise familiar words in children's home language. This includes parents coming into the nursery to tell stories and making recordings of home languages for use in the nursery. These parental contributions help to ensure all children have rich opportunities to hear more than one language, which helps them to develop communication skills and value diversity. It also ensures that children who are learning English as an additional language are supported to develop and use their home language in play and learning. This supports their language and development at home exceptionally well. There is an extensive range of information displayed around the setting. This provides photographic and written guidance about how parents can support their individual child's learning. Consideration can be given to extending these excellent types of displays in 'Room One' to enhance even further the innovative strategies for extending children's learning at home.

Parents are fully involved in identifying their child's achievements and next steps in learning from the outset, which ensures a fully accurate assessment and monitoring process. Parents are also involved in reviewing their child's progress through regular review meetings with their key person, written reports and daily verbal exchanges when children arrive and depart. This highly inclusive approach to assessment ensures that all children have the focused support they need to make swift progress in their learning from the start. Parents also complete daily diaries, home learning stories and holiday 'bear books'. These all include a record of children's experiences outside of the nursery. The books also include parents' observations about what their children are interested in and what children know and can do. Staff make extremely good use of this information. For example, staff display 'bear books' for children to look at together, which helps them to recall and share their experiences with staff and other children. This is an extremely effective way of supporting children's confidence, communication and literacy skills.

Staff very effectively use parents observations, together with their own observations, to plan further learning experiences. For example, a child's home learning story about a visit to a forest is shared with other children and used to inspire a group of children to develop an imaginary forest role play area indoors. Staff very skilfully support children to take the lead in thinking about and collecting what items they wish to use. These included items, such as, branches from trees outdoors, artificial Christmas trees, tents, logs, pine cones, torches, magnifying glasses, plastic animals, books and home-made binoculars. As the children's interest moves to finding animals, the wonderful outdoor environment is also used to collect and closely observe living creatures. At all times staff encourage children to think together and to express their thoughts. This includes thinking about the creature's

welfare and observing and describing what they are seeing and feeling. Children are also encouraged to make predictions and test out ideas about where the creatures will be found, how they will move and if they have similar features. Staff encourage number, shape and vocabulary. They also introduce new vocabulary to describe what children find and they model investigative behaviour and language for thinking, such as 'Let's find out', which children adopt and use themselves.

Throughout the activity children's fascination and motivation is kept high by the level of enthusiasm and fun displayed by staff. Following the activity staff encourage children to express what they enjoyed finding out, how they found things out and what they would like to explore further, which is included in further planning. This approach is exemplary and embedded in all planning within the nursery. It supports, extends and inspires all aspects of children's learning and development. It is extremely effective in helping children to sustain their interest over a period of time, explore ideas and make plans and review their own learning. This supports children's critical thinking, engagement and motivation in activities and it helps to develop the skills children need for school. This approach ensures children take part in a wealth of rich, varied and imaginative experiences and activities that reflect their interests, which result in them becoming extremely confident and self-assured, eager and highly motivated learners. This excellent quality of teaching is firmly embedded and continues throughout all interactions, providing extremely high expectations for children's learning in all areas.

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

All staff have a highly developed, in-depth understanding of how important it is that children develop a secure sense of well-being. Therefore, they ensure all children receive the support they need to make smooth moves throughout the nursery day, when they move to school and when they first start at the nursery. This means all children can benefit from the wealth of learning experiences the nursery has to offer. For example, exceptional support is given, if needed, to help children to settle when they first attend, particularly if they are moving from another setting. In this instance, staff visit children in their other setting to help to prepare them for their move to the nursery. This enables children to meet their new key person in a familiar environment, which helps to support their confidence. It also allows staff to exchange information with each other to ensure cohesion and consistency in children's care and learning. Settling-in periods are monitored and review meetings are held with parents to ensure children and parents are receiving all the support they require. Discussions with parents demonstrate what a great sense of relief and confidence this approach provides for them. They describe how the process is exceptionally effective in ensuring they are confident and that their children settle quickly and happily. This exemplary approach significantly secures children's sense of belonging, well-being and inclusion, which supports their learning.

Children's move to school is effectively supported and celebrated. Staff meet with school staff to exchange information and introduce children to them. They plan activities with children to explore the changes that will take place and children take part in a wonderful celebration with their families at a local Guild Hall. These experiences help children to

embrace, look forward to and be prepared for their move to school, which helps them to have a head start in their learning.

The key person system throughout the nursery is highly effective. Staff are highly skilled and sensitive in their approach to helping children to develop secure attachments and become as independent as possible. For example, staff who work with children aged under two years have a very unhurried and highly caring approach in their interactions with their key children. As a result, very young children are supported to take an active role and to take the lead in care routines, such as getting clean after lunch and getting undressed ready for a rest. This helps children to develop their self-awareness and self-help skills. During this time staff take time to 'tune in' to the messages children give, such as showing pleasure in achieving things for themselves. This ensures staff are highly effective in responding to, and acknowledging, children's chosen challenges and achievements. This highly effective approach is embedded in practice and secures children's good self-esteem, confidence and motivation to try new experiences, which are key elements that support children to achieve their next stage in their learning.

Staff have an in-depth understanding of how to create a highly flexible and stimulating environment. Very good emphasis is given to ensuring all children's family backgrounds and experiences are reflected in photographs and print around the nursery, which provides a strong message that everybody is welcome and valued. A wealth of easily accessible resources ignite children's interest to initiate their own play and follow their own interest in all areas of learning, in and outdoors, which significantly supports children's independence. Staff fully understand the great benefits to be gained by children learning in the outdoors, particularly in relation to them learning about nature, developing a sense of adventure and working on a larger scale than indoors. They provide a superb range of activities outdoors so that children enjoy fresh air and become active outdoors in all weather conditions. This includes, children learning to climb up and along the tailored made climbing wall and taking part in races that require them to jump along in sacks, or to collect items to balance on their heads as they run. These types of activities help children to develop high levels of self-control over their bodies. Children also develop an excellent understanding of how to manage risks and challenges relative to their age, which helps them to understand how to keep themselves safe.

Excellent focus is given to supporting children's good health. Staff make extremely good use of the dedicated and superbly equipped children's kitchen, which is linked to the main nursery kitchen. As a result, children are effectively supported and inspired to extend their interest and understanding of the importance of healthy eating and good hygiene. For example, small groups of children go into the kitchen to prepare morning fruit snacks. During this purposeful activity the member of staff continually captures all opportunities to further support children's understanding of why it is important to pay particular attention to safety and good hygiene when preparing food, and how to do this. Rich discussions take place about the effects of food on the body. This includes helping the children to remember, what they had learnt when a dentist visited the nursery to talk to them about caring for their teeth and what effect different foods have on their teeth. The member of staff is also very skilled in noting children's interest and capturing this to plan further learning with children. For example, when children show an interest and growing understanding of the purpose of pips in apples the member of staff helps children to link

the pips to the apple tree in the garden. Together they collect the pips and make plans to plant them, further supporting children's interest and understanding of the food cycle.

Throughout the nursery children receive very high levels of support to manage their feelings and behaviour and consider others. Extremely effective partnership working with parents and between staff ensures continuity and consistency of boundaries for children, who respond well to these. This includes offering high quality guidance and support to parents, if needed. All children show high levels of consideration for others and to take turns and share and all ages enjoy taking responsibility for small tasks. As a result, children in all areas enjoy harmonious environments, which help to support their sense of well-being. Children are also effectively supported to begin to develop sensitivity and to recognise the contribution they can make to their wider community needs. For example, children take part in baking and selling food items to their parents and families, in order to raise monies for local charities. They also visit and contribute to the local cathedral Christmas tree fund. These approaches support children to become extremely confident and self-assured in working as part of a group and as an individual, which is a skill that is needed for future learning.

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

This nursery continues to be a very high quality provision. It is used to induct and train new staff, who will work in the other nurseries within the company, in order to ensure they are introduced to a culture of high expectations and very best practice. Since the last inspection the manager and company have been highly successful in maintaining the highest level of achievements. Exceptional monitoring, support, direction and training is provided by the company, which ensures all staff aim for, and can provide, the very best care and education for children. This includes the provision of the very best equipment in the nursery and an effective appraisal system and tailored training, to support all staff to provide the very best for children. It also includes regular unannounced inspections by the regional care and education manager. These inspections provide sharply focused evaluation, monitoring and assessment of the overall provision, which includes the views of parents and children. This ensures areas of improvement are identified to improve upon the already first-rate practice and to ensure children and families continually benefit from the exceptional service. For example, plans are currently in place to further develop the outdoor area. This will include a Forest School area with trained staff, in order to develop more nature based activities, which are recognised as helping children to increase self-confidence and social skills.

The manager of the nursery has an exceptional knowledge of the Early Years Foundation Stage and continues to inspire and drive all of the staff team to continually achieve the highest of standards. This includes supporting staff to pursue their professional development. As a result, senior staff who lead each area within the nursery have an exceptional combined level of expert knowledge of childcare and education, with a number of staff holding degrees and Early Years Practitioner Status. The manager effectively

harnesses this expert knowledge to direct all practice within the nursery. For example, each Friday all senior staff meet to reflect, discuss, share and plan to meet the individual needs of all children in the nursery. The manager is skilled in managing these meetings to ensure best practice is shared and maintained and to ensure that all senior staff are fully aware of any specific requirements of children and families. The manager spends time in each area of the nursery and makes it her business to know that each child and family receive the support they need, which is an exceptional achievement in a nursery of this size. All senior staff are effective in leading and supporting their team to aspire to provide the very best, using strategies, such as peer observations, to share expert knowledge and support ongoing development. As a result, the pursuit of excellence is embedded in all activities and every member of staff is highly committed and effective. This ensures children benefit enormously from an extremely high quality inclusive learning environment, stimulating educational programmes and individual learning.

Safeguarding procedures are highly robust, ensuring that children are kept safe and protected from harm and neglect. For example, recruitment and vetting procedures are rigorously implemented, ensuring that all adults working in the setting are closely monitored and assessed for suitability. All staff receive ongoing training, which includes discussions around safeguarding, during staff and room meetings. The nursery has a safeguarding team, which includes senior staff and a designated safeguarding officer who holds a level 2 qualification in safeguarding. This ensures there is a very strong and well embedded knowledge and understanding of child protection issues and procedures. There is a comprehensive safeguarding policy, which is shared with parents. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risks with children during all activities. This ensures children enjoy an extremely safe and secure environment.

Partnerships with parents are extremely positive and, as a result, parents make rich contributions to children's learning in the nursery. Discussions with parents demonstrate their exceptionally high levels of satisfaction. Practice within the nursery and company demonstrates how well parent's views are sought and responded to. For example, the company contacts parents within their first few months of their placement to ask their views on the nursery. The manager also undertakes research to capture parents' thoughts about different aspects of the nursery provision, which are used to help to inform ongoing improvements.

Partnerships with other settings and professionals are also very positive, particularly in relation to local schools that children attend. The nursery has established links with other agencies, including the Special Educational Coordinating Officer, which ensures early identification of any additional need and exceptional support for children, when needed. Local links with other settings are also nurtured. For example, the nursery plays host to local pre-schools who meet to gain support and share best practice. This contributes to ensuring best practice is disseminated, in order to provide the very best support for all children and their families.



### **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
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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

<b>Unique reference number</b>	EY286822
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	910417
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	134
<b>Number of children on roll</b>	122
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	01/08/2011
<b>Telephone number</b>	01543 253333

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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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