

Southfield Nursery

1 St Clares Walk, BRIGG, North Lincolnshire, DN20 8JS

Inspection date

29/10/2013

Previous inspection date

17/05/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Staff continually respond to each child's emerging needs and interests, effectively building on their prior skills and knowledge. Children's learning is closely monitored, which enables staff to plan effective teaching experiences so that all children make good progress in their learning and development.
- Children develop secure emotional attachments to staff as they work closely with parents and outside agencies to meet each child's individual needs. This promotes the inclusion of all children, including children who speak English as an additional language and those with special educational needs and/or disabilities.
- Transition arrangements, both internally when children either start at the setting or move from one room to another, and externally when children move to another setting or school are very good. Pictorial booklets are shared with the child about their new setting, helping them to feel emotionally secure and confident with this move.

It is not yet outstanding because

- There is scope to extend the processes used for staff supervisions so that they are more sharply focused on enhancing staff's already good teaching skills to enable all children to consistently benefit from exemplary teaching and learning experiences.
- Children's language and communication skills are not always maximised because questioning of children by some staff is not consistent. This results in children not always being provided with opportunities to respond and fully express what they already know in their own words.

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 activities and care practices within all rooms and the outside area.
- The inspector spoke with children and staff throughout the inspection and she held a meeting with the registered provider.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at relevant documentation including observational assessments, policies, the self-evaluation and information used to assess the suitability of staff.
- The inspector completed a joint observation with the provider.

Inspector

Melanie Arnold

Full Report

Information about the setting

Southfield Nursery registered under the current private ownership in 2003 and is on the Early Years Register. It operates from a Georgian, detached property in the centre of the market town of Brigg, North Lincolnshire. The property has been converted from a former residential dwelling into nursery accommodation. Pre-school children are cared for on the ground floor and children aged two-to-three years are cared for on the first floor. The first floor is accessible via a flight of stairs. There is an enclosed area available for outdoor play.

The nursery is open each weekday from 8.45am to 3.30pm, during term time only. Children attend from a wide catchment area, including the town and surrounding villages. There are currently 38 children on roll. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs six members of childcare staff, plus the provider who is also the manager. All staff hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- extend further the range of performance management tools used so that supervisions of staff practice are more sharply focused on enhancing staffs' already good skills and teaching abilities so that children consistently benefit from outstanding learning experiences
- extend children's communication and language by supporting staff to be more consistent when questioning children to enable each child to respond and fully express what they already know in their own words.

Inspection judgements

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

Children make good progress in their learning and development. They have lots of fun as they participate in a wide range of hands-on learning experiences, which are planned in line with their individual needs and interests. Learning experiences are made purposeful as staff use a range of good teaching strategies, which supports children's exploration, investigation and critical thinking skills. For example, during outside play a child independently tries to thread the guttering tube through several support posts. A member

of staff skilfully only intervenes when she notes the length of the guttering is making this a difficult task for the child to achieve. She approaches the child and offers her assistance, while asking the child what they are trying to do. This ensures that the child still achieves their own goal, which is not changed by the involvement of the member of staff. Once the guttering is in place across three support posts, the child has fun pushing cars from one end of the guttering to the other. They then stop as they consider what will happen to the cars when they get to the other end. The child then carefully places a box at one end to catch their cars in. This clearly shows staff providing children with good opportunities to develop their own play and to solve problems. Younger children have fun as they play in the glittery sand, initially using spades to dig with. When one child transfers a digger into the sand, another child observes this and finds a truck which they also transfer into the sand to play with. Staff allow children to do this as they understand children are developing their own play through exploration. Children then have fun as they now dig and scoop the sand using their trucks. Staff use lots of expressive language, discussing and describing what is happening as children play. This aids children's understanding and use of language as they learn to communicate. However, on occasion, some staffs questioning of children is not fully consistent, and therefore, does not always provide children with opportunities to respond and fully express what they already know in their own words.

Staff continually observe children and respond to their emerging needs and interests, building on their prior skills and knowledge. For example, following a trip to the library, children have fun using their imagination when staff change the role-play area into a library. Books are also accessible in the outdoor environment, with some children choosing to continue to play libraries when they advise staff of which book they can take out of their library. Ongoing observational assessments are used effectively to assess children's progress from their starting points and to identify each child's next steps for learning. Staff utilise this information well to plan additional focused learning experiences. During group planned activities children are arranged together according to ability. This enables staff to skilfully differentiate activities to meet children's individual needs. For example, older children and those showing good mathematical awareness engage in an activity where they identify the number of dots on their pin board up to 10. They then carefully count the correct number of pins they need to place on their board to match their particular number. Whereas for younger children, the activity is structured to initially look at numbers up to three and to then build-on this when children are ready. This ensures all children, including those with special educational needs and/or disabilities and English as an additional language, make good progress within all areas of learning. Termly progress reports keep parents well informed of their children's development and parents are continually asked to share information from home on their child's interests and achievements. This enables parents to be actively involved as they help to continually support their children's development. All of this prepares children well for when they start school.

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

Children are developing into confident, happy, self-assured individuals. This is because staff show care and consideration as they respect the individuality of each child. Children

are assigned a key person who develops close links with the family to ensure the continuous exchange of good information. This results in children quickly settling into the setting as they form secure emotional attachments to their key person and the small staff team. Internal and external transition arrangements are highly effective as they support children's move into the setting, between rooms within the setting and to other settings and school. For example, pictorial books on the setting and on local schools provide children with an introduction to their new provision. This helps children to become familiar with the new setting and to develop confidence so that they feel emotionally ready for this transition. Progress reports and in-depth discussions are also held with the child's new setting or school, providing them with comprehensive information on each child's starting points.

Children's behaviour is predominantly good. Staff use positive behaviour management techniques, as well as using distraction and clear explanations at children's level of understanding when necessary. This supports children's awareness of the difference between right from wrong. Children develop good social skills as they relate well to their peers and play cooperatively together. During outside play children regularly pair up with their friends, chatting and working together as they perform music and dance routines for staff to watch. Children feel safe in the setting and show a good awareness of practices needed to keep themselves safe. For example, when children from the two-to-three year room go downstairs, they immediately reach for the lower stair rail, carefully holding onto this as they safely negotiate the stairs. Staff also allow children to take calculated risks in the outdoor environment, helping them to develop their awareness of their own limitations in play. For example, under the close supervision of staff, children learn how to climb safely up and down on the climbing frame.

Children enjoy being active as they access physical play opportunities both inside and outside. This supports children to be active. Discussions, positive reinforcement and planned activities are all effectively used to support children's growing understanding of how to maintain their own health. For example, when playing musical instruments children pretend to be in a marching band. When they return to sit down, the member of staff encourages them to feel how fast their heart is beating. Healthy eating is promoted by the setting and meal times are a social occasion where children and staff sit and eat together. This creates some good informal discussions and also promotes children's good use of manners.

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

The registered provider also manages the setting and she is a highly skilled practitioner. She works closely with her skilled, qualified staff team to meet the needs of children and to ensure all Statutory requirements of the Early Years Foundation Stage are effectively met. The majority of the staff have worked at the setting for a long period of time, which provides continuity of care and learning for children and their families. Clear recruitment, vetting and induction procedures are in place to ensure the suitability of anyone who works or comes into regular contact with children. Ongoing supervisions are completed on all staff and are skilfully used to provide targeted support to develop individual staff's skills

when needed. However, the manager and senior management team are in the early stages of extending the processes they use for staff supervisions, so that they are more sharply focused on continually monitoring staffs overall performance and skills. This will support the management team in enhancing staff's already good teaching skills and moving them on to providing outstanding learning experiences for all children. The educational programmes are closely monitored to ensure children are making at least good levels of progress within all areas of learning. They are also used to secure timely interventions to effectively support children with special educational needs and/or disabilities and children who speak English as an additional language. The manager involves everyone in the process of self-evaluation, providing an effective overview of the effectiveness of the setting. Children are valued as equal partners within the setting and their views are often sought, listened to and acted upon, when they are looking to develop new procedures or obtain new equipment. Everyone is committed to the continued development of the setting as they strive to make continuous improvements for the benefit of children's care and learning.

The setting have at least half of the staff who hold current paediatric first-aid certificates, enabling them to confidently deal with emergency situations as and when they arise. Accidents are clearly recorded and parents are advised of these details on the same day as the accident. In line with the setting's clear accident policy and procedure, which parents either have access to at the setting or their own personal copies at home, parents are asked to sign the entry in the accident book on the day of the accident to confirm they have been informed of this information. Deployment of staff is good and children are constantly supervised to protect their health and safety. Staff review risk assessments following any accidents to ensure that the precautions they already take are secure to safeguard children. Staff remind children to be careful when they enter or exit the premises using the step at the door. This ensures the step does not pose a health and safety risk to children. Children are further protected from potential harm because staff are knowledgeable about child protection issues and they are well aware of the procedures to follow if they have any concerns about a child in their care.

Partnership working with parents, outside agencies and other providers is good. The setting place the child at the heart of what they do and as such they firmly understand the importance of developing effective communication channels with all parties involved with the child. This enables them to promote continuity of care and learning for every child. Parents comment positively about the setting. They confirm they receive clear information about their child's daily care and the noticeboard provides them with good information about future learning experiences.

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	EY280116
Local authority	North Lincolnshire
Inspection number	939775
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	38
Name of provider	Christine Johnson
Date of previous inspection	17/05/2010
Telephone number	01652 657720

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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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