

Nuffield Health - St Albans

Nuffield Health Fitness & Wellbeing Centre, Highfield Park Drive, ST. ALBANS, Hertfordshire, AL4 0AH

Inspection date

Previous inspection date

16/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 personal, social and emotional development is well promoted through regular praise and encouragement. Children make strong bonds and attachments with staff and peers, and demonstrate that they are happy and settled.
- Children's safety and overall well-being is encouraged because management use effective recruitment, induction and performance management systems. Consequently, the safeguarding and welfare requirements are met.
- Children's communication and language development is good and fully encouraged because staff provide opportunities for them to express themselves through activities that promote their speech and language.
- Partnerships with parents and carers are good. Information sharing is regularly encouraged and communication is well-promoted to ensure that children are fully supported in their move from home and onto school. As a result, children's learning and development is consistently encouraged.

It is not yet outstanding because

- There is scope to adapt activities, when children are grouped together, to take greater account of children's different their ages and stages of development, to further promote their learning and development.
- There is room to promote children's independence further, for example, by providing opportunities for them to pour their drinks and serve their own snack.

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 both rooms and one of the outside areas of the day nursery.
The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff, and a range of other documentation including the registration system.
- The inspector took account of the views of some parents spoken to on the day and had access to some written feedback.
- The inspector conducted a joint observation with the nursery manager.

Inspector

Jo Rowley

Full report

Information about the setting

Nuffield Health's 'Nuffy Bear Day Nursery' was registered in 2013. It operates from within the Nuffield Health and Well-being centre in St Albans, Hertfordshire. The day nursery is owned and managed by a charity and serves the local area and surrounding villages. The day nursery is accessible to all children and there are two separate enclosed areas available for outside play. The day nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm and children may attend for a variety of full or half day sessions. The nursery is registered on the Early Years Register and on both the Compulsory and Voluntary parts of the Childcare Register. There are currently 16 children in the early years age range, on roll. The nursery support children who speak English as an additional language.

The day nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Professional Status. Additional staff are employed for the creche and holiday club facilities. In addition to the day nursery facility, the setting provide a creche facility for under five year olds from 9am until 12pm, Monday to Friday and from 9am until 1pm on a Saturday. A holiday club also operates during all school holidays from 8.30am until 6pm for school children aged from four years old.

What the setting needs to do to improve further

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

- increase opportunities for children to be more independent, for example, by allowing them to pour their own drinks and serve their own snacks
- extend opportunities for children to be effectively challenged when they are grouped together, for example, by differentiating activities according to the ages and abilities of children.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. They complete regular observations of children taking part in a wide range of activities, to assess where they are in their learning and development. Children's next steps are clearly drawn from staff observations and incorporated into the planning of future activities, which also takes account of children's interests. Staff interact well with children, valuing what they say and giving time for them

to speak and be listened to. For example, as children take part in a creative activity staff encourage their thinking further by asking questions, such as 'What does it feel like?'. They give children opportunities to express their thoughts before moving on. As a result, children become deeply involved in activities. Staff plan a range of activities, according to children's ages, stages and interests, including physical play in the forest garden where they hunt for bugs and mini beasts. As a result, babies and young children are developing well through the prime areas of learning. Additionally, older children enjoy a range of activities which support their development across the specific areas of learning, including their skills in counting. Teaching is good because all staff understand how to promote children's learning and have high expectations for their achievements. Consequently, all children, including those with English as an additional language, are making good progress, given their starting points and capabilities.

Children's communication and language skills are promoted because staff use clear language and introduce new words for children to absorb and repeat. For example, as children enjoy feeling a range of materials staff introduce words, such as, squidgy and smooth as they touch the foam and glitter. Language is further extended as children are introduced to some new textures while staff introduce further words, such as, crinkle and rustle and children quickly repeat these. Babies and younger children's communication skills are promoted as they are fully encouraged to babble and use their voices. Additionally, all children enjoy looking at books with staff, independently or as a group. Children are challenged appropriately in daily activities, such as, working out how to make the music play or, for example, during a group activity when they are asked to create something specific. However, sometimes when children of different ages are grouped together, there are occasions where resources are not challenging enough for the older children. As a result, staff do not always differentiate activities to consistently promote children's readiness for school.

Partnerships with parents are well supported because staff effectively involve parents in their child's initial settling in period and beyond. A comprehensive range of information is requested from parents to ensure that staff have a good awareness and understanding of each child at the nursery. Parents are encouraged to work with staff to settle their children and each child's individual requirements are taken into account. For babies and younger children staff complete a 'my day at nursery' document, which is shared with parents and details what they have been doing at nursery each day. Additionally, home observations are requested by staff to encourage parents to share their children's achievements from home. This supports staff knowledge of each child and helps them to plan more effectively for individual children. Parents are happy with the staff at nursery and share their positive thoughts about the consistency of staff to support their children. As a result, children's learning and development is effectively promoted because of this consistent approach.

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

All children are happy, settled and well cared for because staff demonstrate a gentle approach to each child. Young babies are affectionately embraced and crawl eagerly to staff for a cuddle while older children approach staff with ease when they require

assistance. Children make good relationships with their friends and show care and consideration for others. For example, as new children settle the more established children want to help staff by finding toys and resources that the children will want to play with. Children's self-confidence and self-esteem are effectively promoted because staff fully encourage and support children's ideas and suggestions. For example, a group of children are looking after their toy 'doggies' at nursery but want to take them for a walk inside the nursery. They advise staff that they need leads for their dogs so staff go with their suggestions and ask questions to encourage and challenge them further in their ideas. Children are very well supported and encouraged as they make individual leads, from a range of materials and look clearly proud as they walk their dogs around the nursery. As a result, their emotional well-being is promoted. Staff use gentle reminders to support children's understanding of appropriate ways in which to behave and children behave well, sharing and taking turns with resources. They are quick to remind each other about sharing, for example, during a group activity one child says to another 'it's my turn and then your turn'.

The nursery key person system is effective in ensuring that children and parents are well informed and well aware of their key person's role and responsibilities. Staff know children well and are building strong bonds with all children and their families. Additionally, babies settle with ease and go to staff happily because staff consistency is well promoted to support children's feelings of security. As a result, babies are content, settled and demonstrate close relationships with their key person. Key groups for older children promote group activities and staff regularly share information with parents to ensure that children's care needs are effectively met. Children are developing a strong awareness of managing their own risk and personal safety because staff regularly talk them about dangers. For example, during their walk to the forest garden staff remind them about the importance of staying on the pathways and being mindful of the cars around them. As a result, children's understanding of their personal safety is good.

Opportunities for children to develop healthy lifestyles are well promoted because they take part in a wide range of physical exercise. They enjoy music and movement inside the nursery as well as accessing two outside areas, of which one includes a large soft play structure. However, there is scope to encourage children's independence at snack times because staff pour out children's drinks and prepare their fruit snack for them. Additionally, at lunchtime, children's placemats are put out by staff and all cutlery and food placed on the table for them. As a result, mealtimes are not opportunities for children to develop their independent skills. The nursery has a fabulous range of stimulating and inspiring resources from bubble machines fitted to the wall of the baby room to tents hanging from the ceiling. All resources are clearly stored in child-friendly containers, with a photograph and the corresponding word, enabling children to make individual choices about their play. Babies and young children, as well as older children, access creative resources as they choose and structured activities are organised according to the children's interests. The environment is warm and friendly and supports children as they are developing well across the prime and specific areas of learning.

The effectiveness of the leadership and management of the early years

provision

Children are very well protected because staff ensure that they are vigilant when it comes to protecting the children in their care. For example, sleeping children are checked every seven minutes by staff, to ensure that they remain safe in the separate sleep room. Additionally, staff record all checks made and can see the babies at all times on the large screen displayed outside the baby room. All staff have attended basic safeguarding training with two staff taking on additional responsibilities to lead any safeguarding concerns that may arise. Effective procedures are in place to ensure that every member of staff working at the nursery are effectively safe to do so. For example, all staff have a completed a Disclosure and Barring Service check. The manager has robust recruitment and induction procedures to ensure that staff training and qualifications are met and that each staff member has a good understanding of their role and responsibility. As a result, children are effectively safeguarded and the safeguarding and welfare requirements are met.

The manager demonstrates a good understanding of her role and responsibility in monitoring and evaluating the teaching and learning in the nursery. She observes staff practice on a regular basis, completes regular one-to-one meetings and has devised plans to provide yearly appraisals. Regular checks of children's learning journals ensures that staff are on track with planning and children's next steps in their learning and development are being promoted. Additionally, staff benefit from the deputy manager holding Early Years Professional Status, which provides good opportunities for younger staff to learn from her experience. Staff work well together and as a team they provide an environment, which has a positive impact on children's learning. Consequently, children are effectively supported to ensure that children make good progress in their learning and development.

Partnerships with parents are good because staff promote a 'working together' approach to children's learning. Parents are happy with the nursery and are able to find out about their child's day from their 'my day at nursery' document which is written by each child's key person. This means that even if the child's key person has left earlier than the child parents are still effectively informed. The nursery staff are evaluating on a daily and weekly basis to ensure that they are able to continuously improve. For example, through daily discussions they evaluate activities and learning journals and during staff observations the manager has an accurate view of the quality of the provision. Furthermore, the nursery have focused plans of where they want to be, which demonstrates that they have the capacity to improve.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463946
Local authority	Hertfordshire
Inspection number	926287
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	16
Name of provider	Nuffield Health
Date of previous inspection	not applicable
Telephone number	07971267770

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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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