

Nuffield Health

Nuffield Health Fitness & Wellbeing Centre, St. Davids Way, Bermuda Park, NUNEATON, Warwickshire, CV10 7SG

Inspection date	23/10/2013
Previous inspection date	03/05/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make detailed observations of children and use this information to plan the next steps in their learning so they make good progress.
- Children are safe and well-protected, as the management team ensure that staff implement the robust procedures and are aware of how to keep children safe on a daily basis.
- Staff are aware of children's needs as they share information with parents each day. Children's health and well-being is protected and moves to new rooms and to schools are managed sensitively, so that children are secure.
- The monitoring of staff performance, planning and self-evaluation result in effective, ongoing action plans, which means that the provision is continually improving.

It is not yet outstanding because

- There is further scope to enhance the organisation and resources in the two- and three-year-old children's room to further extend their language and communication skills.

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 three areas of the playroom, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the provider of the nursery. The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Nuffield Health is one of 11 settings run by the provider. It was registered in February 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates in the designated ground floor nursery room and the fitness studio on the first floor of the Fitness and Well-Being Centre, Bermuda Business Park, Nuneaton, Warwickshire. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays and a week at Christmas.

The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager holds Early Years Professional Status. Children attend for a variety of sessions. There are currently 26 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the organisation and resources in the two- to three-year-old children's room to encourage children to become even more effective communicators with each other and with staff.

Inspection judgements

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

Staff record detailed observations of children's play and use this information to plan according to their interests and learning styles. Clear, regular progress reviews ensure that staff identify and address any gaps in children's learning. This means that children are engaged in their learning and make good progress. Staff obtain information from parents about what their children know and can do before they start nursery and on a daily basis. This provides a starting point for staff to build on. Parents are encouraged to record information about children's achievements at home to share with staff. They are invited to attend play workshops and speak to staff about how best to support children at home. This means they are involved in their children's learning. Parents are well-informed about children's activities and routines through newsletters and daily contact with staff.

The large playroom is divided into three areas for different ages of children. These are well-resourced and children choose toys and resources from low-level storage units, so that they learn to be independent and develop their own learning styles. Staff use their 'Time To Talk' training to organise each area to provide opportunities for children to communicate with each other, such as sitting opposite each other at tables or in a circle. There is still more scope to achieve this in the two- and three-year-old children's room. There is currently no outdoor area due to restrictions of the building, but children are taken for walks and outings each week to see the horses and ducks and to learn about nature. They develop their physical skills well, as they use the dance studio for activities, which require more space and the use of large equipment. Children may take part in swimming lessons once they are three years of age. Babies enjoy exploring their cosy area, as staff encourage them to reach for toys and find out what happens when they use push button toys to produce lights and sounds. They roll in a ball pool and enjoy being pulled across the floor as they sit in boxes. Staff hold their hands as they practise walking and provide low-level furniture and partitions on which they pull themselves up. This means their development is well supported.

Toddlers smile and laugh as they explore the texture and taste of jelly. Staff develop their language and thinking well as they ask children how it feels and tastes. Children giggle as they eat it and are shown how they can make it drip from their fingers into the bowl. A child enjoys playing with the ice in a drink, so staff extend children's learning by putting ice cubes into a tray, so that children can explore this further. Pre-school children are imaginative in creating their own Halloween collages. They say they are making 'stringy witches.' They choose from a range of materials and are encouraged to find the best ways to stick the string and paper onto their work. They chat about what they are doing and staff encourage children to use the scissors independently, or provide help if they need it. Staff hold out the string while children cut it. Children enjoy listening to stories and saying what they think might happen next. They ask and answer questions about the characters, which shows their understanding of the story. All children are well-prepared for the next stage in their learning and for school, as teaching is good and children are challenged in their thinking and in their play.

Children with special educational needs and/or disabilities and those for whom English is an additional language are well supported. Staff work closely with parents to obtain words in children's home language, which are used alongside English words. Staff label toys and the areas of the room in a range of languages and use visual timetables. They work well with parents and other professionals to assess and plan for children's individual needs, so that they make good progress.

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

Children are happy and secure, as staff are caring and share daily information with parents, so that all children's needs are met. They work together to settle children into nursery or work on potty training, so that children receive continuity of care. Children choose their own key person once they have had time to settle, which gives them security,

as they form close bonds. Children bring comfort items from home and enjoy looking at photographs of themselves on display or in their progress records. They sit happily on staff's laps to play or to look at books.

Staff teach children to be independent, as they are encouraged to choose their own activities and snacks and to feed themselves. Children help themselves to water from a dispenser when they need it and learn to manage their personal care routines. Children are provided with healthy snacks and meals at nursery and have fresh air and exercise each day.

Behaviour is very good, as staff set clear boundaries and manage children's behaviour sensitively and appropriately for their ages. Children have good manners and are taught to keep themselves safe, such as when they are reminded to be careful with the scissors. Children manage risks safely on outings and in their physical development sessions.

Children's moves to new rooms are managed sensitively and involve parents, so that children are emotionally and developmentally ready to move. They are secure, as they already know all staff and children, as they can see everyone from each area and are used to mixing with the other children. Staff invite teachers to visit children at the nursery, so that they know them before they start school. Information about children's progress and needs is shared, so that these continue to be met. Staff talk to children, read stories and engage them in role play, so they are secure and know what to expect when they start school.

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

The monitoring of the educational provision and staff performance in the nursery is very rigorous and well-documented. Early years advisors at the Nuffield head office and the nursery manager and staff work very well as a team to supervise staff and carry out regular observations and appraisals. The manager works with individual members of staff to evaluate their performance and set targets at monthly reviews. These take place more frequently if the manager decides that staff need further support to improve their knowledge or skills. Targets are set and training, coaching and mentoring are arranged, so that all staff are given the opportunity to shape their professional development and work to the best of their ability. Rigorous procedures are followed, so that areas of weakness are quickly identified and addressed. The management team help staff to evaluate the impact of their planning and teaching on children's learning, so that they plan ways to improve this. All staff, parents and children have input into the self-evaluation process, so that children benefit from a range of ideas and skills and have varied learning experiences. An effective, ongoing action plan shows that the nursery strives for continuous improvement and there is good teamwork.

Children's safety is given the highest priority in the nursery. The management team works very effectively with staff to ensure that they have a full understanding of the robust policies and procedures and that these are implemented at all times. Safeguarding training

is kept up to date for all staff and there is always one of three designated safeguarding members of staff present. Safeguarding and child protection scenarios are included in staff meetings, so that staff know how to report any concerns and to whom. Correct procedures are followed and staff understand and use the whistleblowing policy, in order to protect children. Meticulous records are kept for both staff and children and are monitored and analysed, so that children are very well-protected. The management team observes staff practice and identifies and addresses any concerns rapidly and effectively. The premises are very secure, as only staff open the coded main door, which is accessed through the leisure centre reception area. Robust checks and inductions ensure that staff are suitable to work with children.

The nursery staff work well in partnership with other professionals, in order to support their practice and the needs of all children. They are supported by early years advisors from the local authority and Nuffield head office. There are good links with other local early years providers with whom staff share ideas and best practice. They make contact with other settings that children attend, so that they receive continuity of care and their learning is complemented.

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	EY406554
Local authority	Warwickshire
Inspection number	939358
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Nuffield Health
Date of previous inspection	03/05/2013
Telephone number	02476370007

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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

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