

Nuffield Health Fitness & Wellbeing

Hayes Lane, Bromley, Kent, BR2 9EF

Inspection date	03/02/2014
Previous inspection date	12/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 enjoy strong relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing in line with the developmental milestones.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Consistent systems are in place to monitor practice and ensure that children are able to progress well.

It is not yet outstanding because

- Resources are not currently used consistently to fully promote children's understanding of information technology.

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 main playrooms and the garden.
- The inspector spoke with the manager, area manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the self-evaluation document, a selection of policies and procedures and children's records.
- The inspector also looked at staff suitability records, risk assessments and checked on ratios and staff deployment.

Inspector

Rebecca Hurst

Full report

Information about the setting

Nuffield Health Fitness & Wellbeing nursery was originally registered in 1998 and re-registered with Ofsted in 2009. It is run by Nuffield Health Wellbeing Ltd and operates from a purpose-built area in the Nuffield Health Fitness & Wellbeing Club, in the London Borough of Bromley. The premises consist of four rooms, a kitchen, an office, and toilet facilities. Children have access to an enclosed outdoor area.

The nursery provides funding for free early education to children aged three and four years. It is registered on the Early Years Register and both parts of the Childcare Register. There are currently 42 children on roll between the age of three months and four years. The nursery is open Monday to Friday from 8 am to 6 pm for 51 weeks of the year.

The nursery supports children with special educational needs and/ or disabilities and children who are learning English as an additional language. The nursery employs seven members of staff and a nursery manager. All staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- strengthen children's learning about information technology, for example, through increasing the amount of resources consistently available to them.

Inspection judgements

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

Children are happy and settled in the care of the staff. They have developed secure bonds with the staff, which builds their self-esteem and confidence. This also effectively supports the children's ability to learn. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff effectively use stories, nursery rhymes, explanation and praise to help develop children's communication and language skills. For example, children of all ages enjoy looking at books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows them to think about the answers and older children use descriptive words to describe the story lines. This further enhances their growing language skills.

Staff support children's communication skills and their personal, social, and emotional development well. The manager, provider and her staff are skilled in asking the children open-ended questions to get them to think about what they are doing. They have informed discussions about the activities, so the children tell them what is happening and

what they will be doing.

Staff plan meaningful activities, which are effective in helping children make good progress with their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using development milestones. Staff work well with the parents to gather information about what they have been doing at home to inform the planning cycle. This provides good continuity of care for the children. These are also used successfully to see if children require any support with their learning and development. Progress reports and the required progress checks for two-year-old children are shared with the parents so they can see the progress their children have made. Given the children's starting points, they are making good progress and are gaining the skills they will need for their future learning.

Staff effectively teach children about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity. Staff work with the parents to gather key words from children's home languages to promote children's learning of English. Staff support children well with new emerging skills, such as walking. They make sure floors are kept clear to allow young children to practise this new skill. Babies enjoy new experiences, such as making bells rattle that have been placed on their feet. They learn that their movements make the bells make a sound. This promotes the children's curiosity and their physical development well.

Older children enjoy writing lists and putting their own names on their pieces of work. Staff praise the children well for their attempts; this also helps to promote children's self-confidence in their own work. Staff promote children's early literacy well by providing different equipment, such as various sizes of paint brushes, pens and pencils, in order for children to practise their early writing skills.

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

Staff work with the parents and children effectively to settle them into the nursery. They familiarise themselves with children's interests and use these to settle children in. Staff help to prepare children well for school. They teach children how to dress and undress and the routines they will have when they start school, which helps to prepare them well for this move.

Children learn about keeping safe through the staff's effective support. For example, they make sure children are kept safe when moving between play areas. Staff also supervise the children well during the sessions so they can play in a safe learning environment. Children participate in regular fire drills. This helps them to understand how to keep themselves safe and what to do in the event of an emergency.

All mealtimes are social occasions where children sit and talk about play and what they have been doing at home with the staff. For the younger children, staff sit with them and support their emerging independence skills. Younger children are learning the importance

of hand washing and hygiene procedures through well thought out routines. Older children serve themselves their meals and drinks. Staff teach the children well about healthy lifestyles and the importance of eating fruit and vegetables. Children also learn the importance of portion control and the effect food has on their bodies through the good quality of teaching. Children have daily opportunities for exercise in their garden areas, which promotes their physical development well. Children have further opportunities to enhance their physical development through swimming and yoga lessons with the staff.

Staff generally use resources well to promote all areas of learning. The resources are all stored so that children of any age can freely choose the resources in their room, to further enhance their learning and development. This also helps to promote the children's independence skills. However, resources to promote children's understanding of information technology are not used consistently to fully promote this area of learning.

All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development, they behave well.

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

The manager is fully aware of how to meet the safeguarding, welfare and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure knowledge of the safeguarding and child protection arrangements and know who report to if they have a concern about a child. Detailed risk assessments are in place to help ensure children play in a safe learning environment. Robust recruitment procedures are in place to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. As a result, children are cared for by suitable staff.

Staff work closely with the parents and they regular share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides good continuity of care and learning for the children.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress. The manager's self-evaluation process is good. Staff involve the parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and to evaluate what needs adapting to further meet their individual needs. Staff are responsive to all the users of the service they provide.

Staff have regular appraisals. This allows the manager to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. This has improved greatly since the last inspection. Staff are effectively deployed around the nursery to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and developmental needs of the children that attend. The manager monitors what the staff are carrying out in order to make sure it meets the children's individual needs. All staff are fully involved in all aspects of self-evaluation to bring about the best possible outcomes for children. The manager has shown a strong capacity to improve since the last inspection. She has worked on all actions to improve and has clear plans in place to improve the setting further. This shows positively on the progress the children are making with their learning and development.

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	137383
Local authority	Bromley
Inspection number	933280
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	42
Name of provider	Nuffield Health
Date of previous inspection	12/09/2012
Telephone number	020 8466 2800

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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

T: 0300 123 4234
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