

South View Day Nursery

Southview Day Nursery, 26 Derby Street, Glossop, Derbyshire, SK13 8LP

Inspection date	24/04/2014
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The manager and staff understand their roles and responsibilities to ensure that children are safeguarded. Staff vigilance means that children's welfare is maintained.
- Teaching is consistently good and staff have a good understanding of how to effectively promote children's learning. As a result, children are making good progress in their learning and development.
- The partnerships with parents are very effective. Staff ensure that parents are actively involved in their children's learning and development.
- Caring and sensitive staff provide a nurturing environment and as a result, this gives children a strong sense of belonging and promotes well-being.

It is not yet outstanding because

- There is scope to extend the use of natural and open-ended resources outside to enhance children's opportunities to explore, think critically and support their developing problem solving 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 toured the premises.
- The inspector observed practice and interaction between staff and children during play and at mealtime.
- The inspector looked at various documents including, policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ruth Hudson

Full report

Information about the setting

South View Day Nursery was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Glossop area of Derbyshire and is managed by the owner. The nursery serves the local area and is accessible to all children. It operates from a two storey building and there is an enclosed area available for outdoor play. The setting is organised into two units, the nursery which provides care for children in the early years age range and Castaways which provides care for school-age children. The nursery employs 19 members of childcare staff. All members of staff hold an appropriate early years qualification; one at level 5, three at level 4, 13 at level 3 and two at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 97 children attending, who are in 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. The nursery receives support from Derbyshire local authority.

Inspection judgements

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

Staff have a good knowledge of the Statutory framework for the Foundation Stage and understand how young children learn and develop. They have high expectations of children attending based on their knowledge of children's starting points and their ongoing assessments. They collect detailed information from parents when children start attending the nursery. This information is used in conjunction with their own initial observations and assessments to provide staff with a clear baseline for children's learning. Staff provide a broad range of interesting and challenging activities and experiences, which cover all seven areas of learning. The quality of teaching is consistently good. Staff successfully monitor children's learning with the effective use of observations and assessments, development records are updated regularly and children's individual next steps in learning are fully included in the planning of further activities. Staff make very good use of spontaneous events and activities to extend learning, which demonstrates their firm understanding of the characteristics of effective learning and the early learning goals. For example, as pre-school children play hopscotch with staff, children are challenged to name the number their bean bag lands on and then count the steps they take to get to their number supporting both children's physical and mathematical development. Children want to record their scores; staff ask them how they can do this. Children think for a while and then suggest using the blackboards and chalks on the wall, some writing their names and others letters from their names. As they record their scores staff praise their good writing skills. Consequently, children are helped to make good progress in all areas of learning and development. Children with special educational needs and/or disabilities receive timely interventions because staff can easily identify any support they may require. This also ensures that children are well-prepared for their next steps in education.

Staff sit at children's level and interact with them effectively, responding positively to what they say. For example, as younger children mix paints together in the paint pallets staff sit with them. They comment on the colours they are making, praising them as they are able to name the colours. This enables children to feel confident within the environment and supports the building of their self-esteem. Children's communication and language abilities are also developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. Babies' communication is well supported, for example, staff sit with them in front of a mirror using puppets as they sing. They are fascinated by staff's and puppets reflections and squeal with delight as the little 'dicky birds' disappear and then reappear. In addition, they reach out to touch the reflections, consequently, babies are supported to explore and investigate and make connections. Children enjoy opportunities to problem solve, think critically and to explore, although, less emphasis is placed on enhancing these opportunities further by extending the use of natural and open-ended resources available.

Partnerships with parents are well-promoted because staff actively encourage them to be involved in their child's learning. Children's progress and development is effectively shared with parents on a daily basis. For example, staff share information with parents at the end of each session. They offer suggestions of how parents can support their child's learning further in the home environment. Parents are very complimentary about the nursery and the impact it has had on their child's good progress. These partnerships with parents and other early years providers are highly effective in ensuring consistency of care and learning.

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

The role of the key person is implemented effectively in the nursery, ensuring every child's care is tailored to their individual needs. Staff in each room spend time getting to know children and their families well. They gather detailed information from parents to support children's emotional well-being. This, together with pre-start visits and flexible settling-in sessions help to ensure children form secure emotional attachments to their key person. Staff in all rooms demonstrate a caring, loving and nurturing nature as they warmly interact with children. Resources are stored at age-appropriate heights and the enabling environment promotes children's independence in their self-chosen tasks.

Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is very good because staff provide clear boundaries and implement the behaviour management policy consistently throughout the nursery. Staff manage inappropriate behaviour in a calm, sensitive way that is appropriate to children's age and stage of development. For example, as very young children play in the water a child tries to snatch a spade from another child. Staff intervene quickly providing another spade and getting down to the child's level and explaining that everyone needs to share and not snatch toys. They then praise children as they play together. As a result, the nursery is full of happy, settled and well-behaved children. There is a good focus on outdoor physical activities and this enables all children to develop very good control of their bodies and to benefit fully from lots of fresh air. Children are encouraged

to pour their own drinks and select their own snacks and meals from a range of healthy and nutritious options. This gives children the opportunity to try new tastes and is varied to encourage children to be interested in what they eat. Mealtimes are sociable occasions and staff use this time effectively to talk about healthy food choices.

Staff are vigilant in promoting very good hygiene as a matter of course in their daily routines. Good hand washing and nappy changing procedures are followed and staff ensure that efficient hygiene practices keep children safe and healthy. Children learn to behave very responsibly from a young age and to cooperate within a group. They are reminded to tidy toys away keeping themselves and their environment safe. Staff allow children the opportunity to take calculated risks. For example, they are reminded to look out for other children as they skilfully ride their bikes and scooters negotiating obstacles in the play area. Staff understand the importance of children learning through active play and talk about the safety implications of activities. Children are taught about road safety through role play in the nursery and when out in the community. As a result, children are developing very good levels of safety understanding, confidence and self-esteem. These opportunities support children to develop skills for the future and learn how to keep themselves safe from harm. The move on to school is supported by the nursery as they have very strong links with the local school with staff from school visiting the nursery to observe and meet children. Information is shared appropriately to ensure children's learning is not disrupted when they move on to the next stage in their learning.

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

The manager and staff have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good knowledge of child protection. Many of them have attended training to ensure their skills are up to date, so that they know what to do if they have a concern about a child in their care. As a result, children's welfare is safeguarded. Security is good the nursery door is locked with visitors and parents ringing the bell to gain entry. Visitors' identity is checked and they are required to sign in and out. Staff complete half hourly head count checks in each room. This ensures that an accurate record is maintained of everyone coming in or out of the nursery and ensures ratios are always met.

Detailed risk assessments are carried out and staff make daily checks of the nursery to ensure that it safe for children. As a result, children's health and well-being is well supported. Policies and procedures are reviewed regularly to ensure that they reflect the current guidelines and practices. Good systems are in place for recruitment. All of the relevant checks are carried out to assess suitability and ensure staff are suitable to work with children. Staffs' professional development is monitored by a yearly appraisal and followed by regular supervision meetings. Staff are well-qualified or working towards further qualifications and this has a positive impact on children's learning. Very good systems are in place to monitor children's progress and ensure staff have an overview of each child's learning so they can identify any gaps in their development. Staff complete the required progress check at age two years and a transition assessment when children

move on to school.

There is a good system in place to evaluate the provision, which staff and parents are involved in to ensure continuous improvement. Staff are motivated to provide a very good service to children and families attending the nursery. Partnerships with parents are well-established and they share good information to promote children's learning and care needs. Parents are very actively involved in their children's learning in a wide range of ways they are encouraged to review children's development files, there are termly coffee mornings, an annual parents' evening and a newsletter to keep them informed. Parents speak highly of the nursery and feel that staff keep them well-informed of their child's learning and development. The nursery has developed good links with local schools and other professionals, in order to identify all children's needs and help them to make good progress. The nursery receives support from Derbyshire local authority. This effectively promotes continuity of care and learning and helps ensure that no child is disadvantaged, including children with special educational needs and/or disabilities.

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	EY216906
Local authority	Derbyshire
Inspection number	877351
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	140
Number of children on roll	97
Name of provider	Debbie Louise Gough
Date of previous inspection	21/01/2009
Telephone number	01457 850999

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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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