

Southfield Day Nursery

1 Sandersons Terrace, Cramlington, Northumberland, NE23 6XD

Inspection date

29/04/2014

Previous inspection date

13/08/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 quality of teaching is good. As a result, children make good progress in all areas of their learning and development.
- An effective key person system helps children form positive relationships and secure attachments, which promotes their well-being and development.
- The staff team have worked hard since the last inspection, positively addressing the actions and recommendations raised. They are committed and enthusiastic about developing the service further and demonstrate a good understanding of the safeguarding and welfare requirements. They take all necessary steps to keep children safe and well.
- Partnership with parents is good and they are welcomed by friendly staff who are approachable and available to share with them relevant information with regard to their child's progress. This ensures a good level of continuity in children's care and learning.

It is not yet outstanding because

- There is room to improve opportunities for children to further develop their interest in books, by making the book area more interesting and attractive in the pre-school room.

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 playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager and looked at a sample of children's assessment records and planning documentation.
- The inspector held meetings with the manager and the early years professional and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Anthea Errington

Full report

Information about the setting

Southfield Day Nursery opened in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a detached building in Cramlington, Northumberland. The nursery serves the immediate locality and also the surrounding areas. Children are cared for in three main playrooms and have access to an enclosed outdoor play area. The nursery opens five days a week from 7.30am until 6pm all year round, except Bank Holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 60 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children who speak English as an additional language. There are currently nine staff working directly with the children, in addition to the manager, all of whom have an appropriate early years qualification at level 3 and above. Of these, one member of staff holds Early Years Professionals Status, one holds Qualified Teacher Status and one is qualified to degree level. The nursery 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 environment in the pre-school area to further encourage children's independent interest in books, to support their enjoyment and appreciation and to build on their early interest in reading.

Inspection judgements

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

The manager and staff demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation Stage and how to support the children's progress and development through the prime and specific areas of learning. Staff use both long-term and short-term planning to focus on the children's interests and individual needs. Each child has an individual file containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies next steps, and staff complete written summaries of this on a regular basis. This ensures staff have a good knowledge of children's individual strengths and weaknesses and know where to provide additional support if required. Staff demonstrate a good knowledge and understanding of the prime and specific areas of learning and how children learn through play; therefore, teaching and learning are good. Children's learning journey records clearly show how they make good progress within the areas of learning. Children who speak English as an additional language are well supported in their use of English through information which has been conveyed in their language. Staff skilfully count with them in their home language and children confidently translate into English.

Physical development is supported effectively in the setting. Children take part in 'wake and shake' sessions daily where they enthusiastically join in with musical movement. They eagerly access the well-planned and resourced outdoor environment where they have good opportunities to develop their physical skills. Babies develop their hand-to-eye coordination as they learn to handle paintbrushes and make marks on the pavement. They babble with delight as they explore the glitter mixed in with the water, which adds to their sensory experience, while at the same time developing their early writing skills. Older children skilfully move backwards and forwards on the swings and eagerly and skilfully demonstrate their confidence in their ability as they climb on the various apparatus. The quality of teaching is good because staff are continually involved in children's play throughout the sessions. They skilfully use open-ended questioning to extend children's thinking. For example, they ask them to identify which car they think will fit down the ramp, and discuss with them how they would like to slot the bricks together to build their house. This provides children with good opportunities to choosing ways of doing things for themselves and of demonstrating ways of doing things their own way, which in turn supports their learning and development. Children are becoming good communicators because staff skilfully engage with them. They ensure they have eye contact with the children when speaking directly to them and use good teaching skills to engage and encourage children to listen. For example, they skilfully intervene to engage the children by suggesting they should use their listening ears, which quickly gains children's attention and allows them to join in with group activities.

Children mostly have suitable access to a variety of fiction and non-fiction books, which helps them develop their early literacy skills. However, there is scope to develop this further in the pre-school room by making the area more attractive and inviting to them. Children clearly love imaginative play, and staff use their interests to further support their communication and language skills. Together they chalk out a road map and staff encourage children to add and make their own suggestions. Children suggest they should draw out a petrol station using the colour green and discuss with staff the shapes they draw. This provides children with good opportunities to gain an understanding of shape and measure and learn to identify various colours. Children have very good opportunities to make discoveries about nature as they enjoy digging and planting potatoes. Skilfully staff encourage them to think about what potatoes need to grow, and children confidently reply they will need the sun and water. This provides them with good opportunities to explore living things and learn about the natural world. Overall, children demonstrate an enthusiastic approach to learning, which supports them well in developing the key skills they need for the next steps in their learning and to be ready for school.

Good ongoing positive relationships with parents are maintained. Staff provide verbal feedback to parents at the end of each session, in addition to completing 'my day at nursery' sheets to ensure they are kept fully up to date of their children's day. In addition, regular meetings are held between the children's key person and parents to discuss children's progress. Consequently, parents feel well informed about their child's development. The key person system is very effective in establishing positive partnerships with parents to support children's all-round development. Parents contribute to the initial assessment of their children's starting points on entry and share information on their child's individual needs, likes and dislikes. Staff use this information effectively and, due to

this, know all children well. Parents comment that they value the structure and educational programmes which are provided for their children in this small and friendly nursery. Good working partnerships continue to be developed with the local schools to ensure the quality of support offered to children. Staff have effective links with teachers when delivering and collecting the children, to support children in their continuous learning and development.

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

The nursery provides a warm, welcoming and stimulating environment for the children, which supports their all-round development and emotional well-being. An effective key person system is in place; this helps children to form strong and positive relationships with each other and staff. Key persons clearly know the children and their families well, and as a result, children form secure attachments and are confident in their environment. Transitions into the setting are well supported as staff work together with parents to share relevant information about their child. Parents spoken to at the inspection comment that they feel well supported by the staff, who keep them fully informed. In addition, staff ensure relevant information is shared between rooms as children move into the older age group, which further supports them in feeling secure and settled. Good ongoing working relationships with local schools also ensure smooth transitions as children continue their education.

Children have a clear understanding of the expectations of the setting as staff talk to them about appropriate behaviour and act as good role models. Therefore, children establish a secure understanding of what is right and what is wrong. Staff use regular praise and encouragement throughout the session, which develops the children's self-esteem. As a result children are happily engaged and behaviour is good. There are a wide range of good resources for children to choose from and they confidently make choices and know where to select clean and age-appropriate resources from.

Children are becoming aware of and responsible for their own safety. They know they should hold onto the hand rail as they move downstairs and happily tidy away activities to ensure safe floor space. They practise emergency evacuation procedures on a regular basis, and staff encourage them to negotiate safe space during group activities. This supports them in gaining an understanding of their own safety and that of others. For example, they know they should not run behind the swings and carefully manoeuvre themselves around safely. Children demonstrate a good understanding of healthy lifestyles and diets. They clearly love playing outdoors and discuss how the exercise and fresh air is good for them. Outdoor physical activities are provided to ensure that the children can be physically active and further develop their coordination skills. They perfect their skills in balancing on the climbing apparatus, riding bikes and tricycles, and in catching and throwing balls in the ball pool. They are provided with extremely healthy and nutritious snacks and have access to drinking water. Older children, with the support of staff, are given the opportunity to plan the weekly menu, which provides them with good learning opportunities to develop an understanding of healthy eating and choices. They understand that they should wash their hands prior to snack times and happily brush their teeth

following meals, which further supports and demonstrates their understanding of keeping themselves healthy.

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

The provider has a good understanding of the Statutory framework for the Early Years Foundation Stage. There are detailed policies and procedures in place and all staff demonstrate a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Risk assessments and daily health and safety checks are completed to ensure the environment is free from hazards and to minimise the risk of harm. There are effective recruitment and induction procedures in place. The manager has high expectations of staff, and this ensures they are familiar with their day-to-day role and responsibilities. Ongoing staff development is encouraged and support is given to undertake further training. This has a positive impact on staff's knowledge. For example, staff have recently completed safeguarding training and demonstrate a clear understanding of the procedure to follow should they have any concerns about children's safety.

The manager and the well-qualified staff demonstrate an enthusiasm for their work with a commitment to improving achievement for children. They undergo regular monitoring and evaluation of their service to ensure the nursery continues to meet the needs of the children and parents. For example, they work closely with the local authority in producing a focused improvement plan and have produced their own detailed self-evaluation document, which they are confident supports them when evaluating their daily practice and identifying future improvements. Self-evaluation is effective and takes into account the views of staff, children and parents. The nursery is committed to listening and responding to parents' views and comments. Parents are asked to complete regular questionnaires and are encouraged to use the suggestion box. A recent change to the opening hours resulted from parents feedback. Children are also included in the self-evaluation process to share their opinions. For example, they discuss with staff members favourite activities and produce pictures and drawings of favourite toys. The manager has a good understanding of plans for the future to support children's progress over time. The recommendations and actions following the last inspection have been successfully addressed. Effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make progress in all areas of learning. Staff observe and note children's achievements in a development record, which enables them to assess children's learning and plan a suitable range of challenging activities based on children's interests.

There are effective partnerships with parents as staff work together with them to support the children in their learning and development. Parents make comments, such as their children 'have totally excelled in the nursery' and that they appreciate the suggestions made to them to support their children's learning further at home. The setting works well with external agencies and other professionals to ensure that children's individual needs are being met by accessing the appropriate support and guidance if needed. Staff understand the importance of working in partnership with other providers and local

primary schools. Effective systems are in place to support the children in 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	EY287655
Local authority	Northumberland
Inspection number	872876
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	60
Name of provider	Southfield Day Nursery Limited
Date of previous inspection	13/08/2009
Telephone number	0191 250 2221

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

