

# Summerfields Nursery

Summerfield Nursery, Ashlands House, Hartshill Road, Hartshill, Stoke on Trent, Staffordshire, ST4 7PS

<b>Inspection date</b>	25/03/2014
Previous inspection date	20/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements and as a result, children's progress is rapid given their starting points and capabilities.
- The effective partnership with parents is supported through two-way communication, ensuring they are well-informed about the systems in the nursery. There are effective partnerships with other providers to ensure children are prepared for their transition to their next room and to school.
- There are close attachments between children and their key person. Children are well-behaved because staff acknowledge good behaviour through praise and are positive role models.
- Safeguarding children is a priority within the provision. Effective management procedures, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and improvements bring about effective changes that benefit children.

### It is not yet outstanding because

- There is scope to enhance older children's independent choice during their child-initiated play times.
- There is scope to enhance younger children's listening and understanding skills during their indoor play activities.

## 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 scrutinised a range of documents; attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the providers

- improvement plan, staff suitability and qualifications, the complaints log, menus provided by the cook and a range of policies and procedures, which supports the service provided.

The inspector conducted a joint observation with the manager, held meetings with

- the registered individual and held discussions with the manager and various staff caring for children, including staff caring for the school-aged children. The inspector also held discussions with nursery cook.

The inspector observed activities in the indoor and outdoor play areas used by all

- ages. The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## Inspector

Mary Henderson

## Full report

### Information about the setting

Summerfields Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted hospital in Hartshill, Stoke on Trent. It serves the local area and has strong links with the school. The nursery is accessible to all children and there is an enclosed area available for outdoor play. It opens Monday to Friday, from 7.30m until 6pm, each week day, closing for one week at Christmas and bank holidays. There are currently 58 children attending, who are within the early years age range. The nursery also provides before and after school sessions and a holiday playscheme. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, two hold a qualification at level 2, one holds a qualification at level 6, one holds the Early Years Professional Status and one is unqualified.

### What the setting needs to do to improve further

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

- enhance opportunities for older pre-school children to make informed choices during their child-initiated play times, such as making outdoor play one of their choices
- minimise background noise so that younger children can hear and understand clearly so that their communication and language skills are further enhanced.

### Inspection judgements

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

Children's learning and development is supported because the teaching within the nursery is highly effective. Staff are committed to ensuring that all aspects of children's learning environment are promoted, thereby, supporting children's progress towards the early learning goals. The provider, manager and staff are a strong and enthusiastic team and have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. Children make good progress given their starting points because staff have high expectations of themselves and children they care for. Staff ensure that the teaching strategies used enhances children's physical and communication skills alongside their personal, social and emotional development. For example, older children's language and communication skills are fostered by staff through the use of open-questions that encourage children to think critically about what they are doing. Older children also like to investigate words, shapes and numbers using the freely-accessible computer and they are able to skilfully use the keyboard and mouse to explore a variety of

programmes. This supports their interest in information and communication technology and also fosters their school readiness. Older children enjoy the company of their peers and staff around them as they play imaginatively and build aeroplanes with the construction, talking to one another about their creations. Toddlers are supported by staff to explore their surroundings as they pour rice into cups and push their fingers through paint under the cling-film to make marks and swirly colours. They become engrossed and show excitement at their findings. This helps younger children to find out about the world around them. Babies are supported by staff, who follow their lead as they explore natural objects in their treasure baskets and sit on crinkly silver paper feeling the textures around them. Older babies are supported to explore as they play in the dark den tent, rolling the lit-up bouncy balls and looking on in awe at the fibre optic lights with their peers. Staff interact positively with all children, thereby, supporting their confidence to 'have a go'. Staff working in the babies rooms sometimes play nursery rhymes in the background. However, this background noise does not always support babies' communication and language skills because at times, they are unable to fully hear the spoken word.

Older children enjoy playing outdoors in all weathers as they chase one another, climb and balance or kick the balls. Although, older children are taken outdoors every day, they are not informed during their indoor child-initiated play times that outdoor play can be one of their choices. As a result, children have fewer opportunities to make independent choices during such times. Younger children and babies also enjoy being outdoors each day in the all-weather play areas. Here they are supported by staff to use a variety of tools and fill and empty cups and other containers with water or sand. They also like to ride on their trundle trikes and toddle about. This helps to support their physical development and builds their confidence. To support children's interests staff take them on outings to places of interest. This includes visiting the local shops and popping into the Chinese restaurant to taste different foods. They also like looking at the range of different buildings around them. Staff caring for older school-aged children encourage them to plan and choose their own activities. After school and in the school holidays they can freely choose to undertake creative or other indoor activities or choose to go outside as they wish. Older school-aged children enjoy chatting with their peers and staff about their school day.

Staff observe children as they play and identify the next steps in their learning. This effectively ensures their individual needs are identified and met. Children's progress is tracked to ensure that there are no gaps in their learning and development. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported by their key persons. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their progress check at age two. There are a range of strategies in place to support positive partnership working with parents. For example, parents share what they know about their child so that they and the key person work together to ensure individual needs are met. As a result of this good two-way communication, children's learning and developmental progression is supported well.

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

The management and staff provide an environment that is welcoming to parents and their children. Children's emotional well-being is fostered well because the key person systems are strong. Staff spend much of their time working directly with their key children, which enhances close attachments and builds children's feelings of self-worth. As children are praised by staff their self-esteem and confidence is further supported. There are supportive transition systems in place for parents and their children as they move onto the next base room. The communication between the nursery, other settings and school ensures that everyone is working together. As a result, children become ready for the next phase in their learning and school.

Children are well-behaved and are courteous with one another and staff. They are building strong friendships over time. Older children self-serve their meals and pour their own drinks at mealtimes, thereby, furthering their readiness for school. Children's healthy lifestyles are fostered very well. This is because they play in the fresh air each day and they eat nutritionally well-balanced meals throughout the day provided by the on-site cook. School aged children also enjoy healthy after-school snacks and are provided with a cooked meal during the school holidays. Staff support children's learning about personal safety. For instance, all children are included in the fire evacuation procedures of the nursery. Staff further support children's awareness of keeping themselves safe as they talk to children about road safety.

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

The provider, manager and staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. For instance, staff undertake risk assessments, including outings off the premises, indoor and outdoor areas. Access to the premises is monitored effectively, including checking the identity of any visitors. Robust policies and procedures are followed to ensure children are cared for in a safe and caring environment. Staff attend safeguarding training, which includes training on the protection of children from abuse. As a result, they are confident and are able to effectively identify possible signs of abuse. Staff know the procedures to be followed should they have a concern about a child in their care. There is a whistle blowing policy for staff, should they have any concerns about anyone working at or visiting the nursery. All staff have attended first aid training, which ensures children's safety and well-being. The recruitment procedures of the nursery are robust and include ongoing checks of the suitability of staff to work with children. The nursery has a range of effective policies and procedures in place to ensure children's safety and well-being is a priority. For example, staff are fully aware of the uncollected child policy in place should a parent fail to collect their child at the end of the day. Staff are also fully aware of the policy and procedure to follow should the nursery fail to collect a child from their school. As a result, children are safe and parents are informed about the procedures in place. This and up-to-date records help to make sure children are kept safe.

The strategies in place for monitoring the teaching and learning programmes within the nursery are good. This ensures children's learning and development is fostered well. For

instance, senior staff observe practice; provide individual feedback to staff through supervision so that practice continues to improve over time. This benefits all children on roll. Staff are well-qualified and attend on going training to further enhance their already good awareness of how children learn through good levels of engagement. The continuing, targeted programme for the professional development of all staff ensures high levels of staff knowledge and understanding over time. The self-evaluation processes in place includes input from the provider, manager and all staff and parents and their children. Areas for continuous improvement to benefit children's learning and development are identified on an ongoing basis. This includes training, for example, staff have attended 'Stoke Speaks Out' training. A government initiative, which helps staff to foster children's speech and language skills and also helps staff to encourage parents to continue this in the home, so that all parties are working together to support children's communication and language development. This training also enables staff and management to have a strong awareness about intervention and how to close any gaps in children's learning and development. Further training undertaken by staff has enabled them to improve children's mathematical and critical thinking. The trained special educational needs co-ordinator and the qualified Early Years Professional work closely with one another and the management and staff to ensure good outcomes for all children on roll.

Partnerships with parents and other providers and professionals are effective. As a result, everyone works closely with the individual child to ensure their needs are very well met. Information is provided to parents about the provision, their child's care and their learning and developmental progress at all levels. Parents are fully informed about the complaints procedures of the provision should they have a concern they wish to pass on to the management. The policy includes the contact details for Ofsted. Parents speak very highly about the nursery, staff, the healthy meals and of the high levels of care and attention their children receive.

### **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

<b>Unique reference number</b>	EY347790
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	961263
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	105
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Summerfields Day Nursery Limited
<b>Date of previous inspection</b>	20/10/2011
<b>Telephone number</b>	01782 740 235

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

