

Southway Day Care

Southway Nursery School, Ampthill Road, Bedford, MK42 9HE

Inspection date

Previous inspection date

07/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The highly competent staff deliver exceptional programmes of learning, which excite children and harness their natural curiosity and interest.
- The comprehensive knowledge staff have about children and their families, enables them to precisely monitor children's development. They provide timely intervention to ensure all children make the best possible progress from their individual starting points.
- All children, especially those who are very young, develop exceptionally strong attachments to the staff who care for them. This is because of the genuine, nurturing and affectionate attention, which staff give them.
- Staff are highly skilled in managing the changes children experience. They prepare them extremely well for changing routines, moving between rooms and eventually starting school.
- Staff have an excellent knowledge of safeguarding and follow stringent policies and procedures, which help to create a safe environment where children thrive.
- Exceptionally good programmes for staff supervision and professional development ensure that the quality of teaching at the nursery and staff morale is exceptionally high.

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.

Inspection activities

- The inspector observed activities in the rooms where children play and the garden area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the head teacher.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector had a meeting with the head teacher, deputy head teacher and chair of the federation body.

Inspector

Hayley Marshall

Full report

Information about the setting

Southway Day Care was registered in 2013 on the Early Years Register. It is run by the governing body of Peter Pan and Southway Nursery Schools Federation. The day care nursery is situated within the Southway Nursery School and offers full wrap-around care for children aged up to five years. Premises consist of two large classrooms and a garden. Children have access to an outdoor play area. The nursery opens Monday to Friday throughout the year from 8am to 6pm. There are currently 24 children on roll who attend for a variety of sessions. The nursery provides funded early education for two- and three-year-olds. The nursery makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language. There are nine members of childcare staff. The head teacher is a qualified head teacher and has been awarded National Leader of Education. The deputy head teacher is qualified to master's degree level in early years education and a further member of staff is qualified at degree level. Five members of staff are qualified in childcare at level 2 and level 3.

What the setting needs to do to improve further

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

- empower children to express their knowledge and demonstrate their exceptional abilities by finding ways to include them in the observation and assessment process.

Inspection judgements

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

Children at the nursery are highly competent and successful learners because of the exceptional teaching of staff. The staff have a depth of understanding about how children learn, which means that their interactions enable them to become confident and capable. The activities children enjoy are open-ended. They explore differing media, such as sand, water and paint with mud. This stimulates children's senses as they learn about what happens to the mixture when they add more water to it and use their fingers to spread it across the paper. Staff have multiple ways to develop their physical skills. Young children explore the dual sensation of immersing their hands in flour and covering their faces with it. Older children use tools, such as scissors, pens and paint brushes with excellent control. Children develop their writing skills as they practise making marks in the differing areas of the nursery and the garden. The nursery garden provides children with a wide range of opportunities to develop their larger muscles. They climb, ride bicycles and embrace the natural resources on offer. Inside, staff provide movement sessions where children stretch and bend their bodies as they creatively develop their large muscles.

Staff stimulate children's natural curiosity and interest as they encourage them to explore activities and ask them to predict what might happen. This helps children to become

confident in problem solving and provides them with the excellent skills they need to be successful in their future learning and eventual entry to school. Staff talk with children and engage them in singing and dance sessions. This helps children with limited language to join in with the actions of the songs. Staff who work with young children engage them in eye contact and pick up upon the non-verbal body language they use to express themselves. Staff repeat new words when children play with water, such as 'jelly fish', to extend upon children's vocabulary and understanding. Children repeat the new words they hear and use talking as a means to express themselves. Staff encourage young children to make choices, by asking them about what they would like to do and where they would like to play. This increases children's understanding and listening skills as they make decisions and appreciate that staff listen to what they say. The excellent skills they develop enable children to feel confident and willing to engage in conversation with each other and staff.

Staff develop a depth of knowledge about children and their families, which enables them to identify children's individual starting points in precise detail. As staff have such a good understanding of children's levels of working when they enter the nursery, they can successfully build upon what they already know. Staff have realistic but ambitious expectations for children's next steps in learning. They quickly identify when children's development does not progress as expected. They make timely interventions to ensure that children with special educational needs and/or disabilities receive the support they need. Staff develop individual education plans for children to ensure that their development can be monitored effectively. Staff observe children at play and use their highly accurate observations to track children's progress against expected developmental milestones. Staff share their findings with parents in differing ways to encourage their ongoing involvement in children's learning, such as using social media sites, 'wow' moments and discussion. Staff work closely with parents to help them to support children's learning at home. For example, they share ways to help develop children's personal, social and emotional development and communication and language. This means that parents can successfully complement children's learning at home and children experience excellent continuity as a result. Children take a great deal of interest in their learning profiles. Staff can further this interest by helping children to find ways to discuss their own assessments about their learning, for example, by talking about the photographs staff take and what they enjoy doing. All children at the nursery make rapid progress in their learning and development relative to their individual starting points.

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

The staff at the nursery develop extremely strong relationships with children and their families. Staff who care for babies display a highly sensitive and nurturing approach for caring for young children. Bottle feeding is an unhurried special time where staff stroke babies faces and tenderly cradle them in their arms, maintaining eye contact throughout. Staff give young children the affection and comfort they need to develop high levels of security and contentment. They exchange information with parents when children arrive and depart, to ensure that routines are followed. The staff at the nursery help children to adjust to the changes they experience in the day. They prepare children very well for nappy changes and lunch time by explaining to them what will happen, giving them plenty of warning. The nursery staff understand that moving between the rooms in the nursery is

a big change for children. Consequently, they plan meticulously for this. They discuss the impending change with parents and together, they decide how staff will manage this. Children visit their new room with their key person and meet the staff who will be caring for them. If they do not settle or are not fully ready for the move, staff wait until the time is right for them. Staff place equal consideration upon preparing children for the move into school. Staff, who work in the on-site nursery school, spend time in the nursery unit, so children become accustomed to them and the move into the school is very smooth as a result. Children follow their own routine for sleep and staff ensure that they have ample periods for rest during their day. As young children fall asleep, staff tenderly stroke their face and hair until they fall asleep soundly increasing their sense of security and bonds of attachment. Children display exceptionally high levels of self-esteem and confidence and have the emotional readiness they need for successful learning.

Staff at the nursery manage children's behaviour well. They learn differing methods for dealing with challenging behaviour and work with parents to develop a consistent approach for children. Children play very well together because staff talk to them about how they are feeling and teach them about social skills, such as sharing and turn taking. Children learn to become independent as they choose what they want to play with from the clearly labelled baskets which contain toys and equipment. Children tell staff when they want to play outside and when they want to move between the rooms, for example, to see their siblings. Staff are highly responsive to children's requests and empower them to express their wants and desires. The high level of control children have over their daily routine means they are able to lead their own learning and sustain their interest. Children enjoy healthy mealtimes together where they sit with staff and learn how to feed themselves.

Staff within the nursery adopt the philosophies of forest school teaching, which older children within the nursery school follow. Children benefit from fresh air and exercise and embrace the outdoor environment. They play with differing materials they encounter as they explore sand, water and mud with their whole bodies. Staff monitor these activities, but allow children the freedom to wallow in sensory learning. Children learn about cause and effect and their ability to mix media and change the materials they play with. As a result, children learn about the natural world and demonstrate positive attitudes towards new experiences. Staff encourage children to use differing tools. From a young age, children use scissors and pens independently. As staff trust them to use these under their supervision, children learn about how to handle equipment safely.

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

The staff at the nursery have an excellent understanding about how to keep children safe. Policies and procedures are thorough and highly robust meaning that staff are left in no doubt about their responsibilities. The staff undertake extensive training to refresh and extend their knowledge. There are clear lines for reporting and staff understand about how to raise any concerns they might have within the nursery and with outside agencies should the need arise. The staff supervise children closely, while allowing them the freedom to take small manageable risks which benefit their development. Induction

procedures are extensive and include several processes to confirm the suitability of those who work with children. All staff undergo required checks and references are undertaken before they commence work. The nursery ensures that any volunteers and student practitioners are suitable to fulfil their role and senior staff monitor their work. Therefore, children feel and are safe, to thrive within the nursery environment.

The head teacher and senior staff team at the nursery are exceptionally well qualified and motivated. Their inspirational leadership and uncompromising expectations are communicated to the whole staff team who share their vision for excellence. The governing body take their role seriously, utilising their diverse skills to shape and guide the work of the nursery team. Lines of accountability are clear, with each member of staff understanding their role and responsibilities. The senior staff at the nursery monitor the work of all staff through learning walks, peer-on-peer observations and moderation of children's learning profiles. This extensive monitoring enables senior staff to pinpoint any areas where development is needed. Action plans are highly effective in bringing about rapid improvement in quality for children. The nursery has addressed recommendations from the previous inspection so effectively that these areas have now become strengths of the nursery. The staff team are extremely content and happy in their work because of the close, supportive supervision of senior staff. There are excellent opportunities for staff to develop professionally. Staff explain the benefit of their training. For example, staff say that they feel inspired by their recent training in teaching mathematics and make immediate changes to resources and the environment to enhance children's learning in this area. Senior staff monitor the delivery of the educational programme, assessing the quality of teaching and observations to ensure that it enables children to make the best possible progress. Staff agree with parents a suitable time to complete the progress check for children at age two. This is based upon the extensive and highly accurate assessments staff make upon children's learning and development.

The nursery works extensively with parents through diverse programmes which support their parenting skills and enable them to access further information and support. Staff do this sensitively and with respect, meaning that all parents trust the staff and feel confident to ask for help when they need it. The nursery works in partnership with a range of other professionals who are involved in children's lives, such as social workers and speech and language therapists. Staff are confident to refer children to other professionals and hold frequent meetings to discuss their learning and monitor their progress. The nursery staff work closely with the attached nursery school to ensure that children are extremely well prepared for the move into the next phase in their learning.

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	EY471319
Local authority	Bedford Borough
Inspection number	945856
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	24
Name of provider	Federated Governors of Peter Pan and Southway Nursery Schools
Date of previous inspection	not applicable
Telephone number	01234 266520

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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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