

Serendipity Nursery II

The Basildon Upper Academy, Wickford Avenue, BASILDON, SS13 3HL

Inspection date

Previous inspection date

10/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress, as staff successfully use their observations to plan for children's next steps in learning. Teaching is good and all children are suitably challenged and engaged in the interesting activities.
- Staff nurture and support children and babies, which helps them to form strong attachments. The key persons are knowledgeable about each child's individual care needs and this promotes children's emotional well-being effectively.
- Effective partnership working with parents means there is continuity of learning between the nursery and home, which contributes to the good progress children make.
- Staff give priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- There is room to develop the outdoor area, to really inspire children to learn more about the natural world.
- Opportunities for children to develop early reading skills, for example, by linking phonic sounds to letters, have not been fully explored by staff.

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 indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the registered provider, manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their comments on the memory tree display.

Inspector

Patricia Champion

Full report

Information about the setting

Serendipity Nursery II opened in 2013 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings run and managed by Serendipity Nursery Limited. It operates from a converted building on the site of the Basildon Upper Academy located in the Pitsea area of Basildon, Essex. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, all year round. Sessions are between 7am until 7pm. Children attend for a variety of sessions. Children are cared for in three playrooms and have access to an enclosed area for outdoor play. There are currently 105 children attending, all of whom are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently 13 staff working directly with the children. There are six staff with an appropriate early years qualification at level 3, three staff have a qualification at level 2 and one member of staff has a qualification at level 4. 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:

- extend the range of outdoor resources to really inspire children to explore the natural world, for example, by providing children with more opportunities to plant and grow a variety of flowers and vegetables and by developing an area of the garden for them to explore bugs, insects and wildlife
- engage children in more activities that build on their early literacy skills, for example, by planning more challenging and fun experiences that help children to learn about letters and sounds.

Inspection judgements

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

The staff have secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Teaching is good, with an effective blend of child-initiated and adult-led activities, so that children and babies make expected progress in their learning. The layout of the playrooms is carefully planned and play equipment is of a high quality. The nursery is generally well resourced for each age group so that children have access to interesting, enjoyable and challenging indoor experiences. As a result, children and babies are curious and motivated to learn more. They particularly enjoy sensory and tactile experiences, where they explore and mix materials, such as,

cornflour and water, shaving foam or baked beans. Babies are fascinated and enjoy exploring and manipulating shiny household items in a treasure basket. They compare and contrast textures and develop hand-eye coordination as they put small objects into containers. Older children develop their scientific knowledge as they investigate the properties of magnets. Children and babies have frequent access to the garden area where they engage in activities on a larger scale than when indoors. However, staff are not making the most of the outdoor area to enhance children's awareness of the natural world. For example, the garden has not been fully developed to encourage children to investigate bugs and insects or to dig, plant and grow flowers and vegetables.

Children are confidently gaining the necessary skills to support their future learning. A variety of activities are planned to help older children's readiness for starting school. Children independently manage their personal needs, listen attentively to stories and begin to confidently express their ideas. The staff make good use of careful questioning that encourages children to think and give interesting answers. Children have good opportunities to develop their early writing. They make marks with their fingers in sand, or use water and paintbrushes to form recognisable letters, numbers and shapes on the playground. Children develop a love of books as they sit in the welcoming and comfortable personal spaces created specifically for quieter play. Older children learn to recognise familiar words, such as, their names, from labels on coat pegs and their individual drawers. They are also taught about the letters of the alphabet and this generally helps to support early literacy skills. However, staff are not currently offering high quality teaching of letters and sounds that challenges children to develop and use their knowledge of phonics.

Staff know their key children well and are able to identify how they learn and provide activities accordingly. An accurate tracking system makes sure a clear picture of children's progress is gained, along with further areas for their future development. As a result, staff are able to accurately guide and plan for individual children's learning and development in all seven areas. Starting points for children's development are established using information from parents. The progress check for children between the ages of two and three years, includes parents' comments, and effectively informs parents about their child's development in the three prime areas of learning. It is used well to identify any gaps in learning or when children enter the nursery with skills lower than those typical for their age. Parents' meetings are regularly held, when staff and parents spend time discussing the needs of children and any further support children may require. This ensures there is an effective two-way exchange of information that supports a consistent approach to supporting children's needs. Children with special educational needs and/or disabilities and those who speak English as an additional language are appropriately supported, as staff work with outside agencies, to provide consistency. For example, the area special educational needs coordinator regularly visits to offer strategies for behaviour management and ideas for activities to accelerate individual children's learning.

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

The well-being of children and babies is effectively supported as there is a fully established key-person system. This provides peace of mind for parents that there is someone who

can tell them about their child's time in the nursery. The key persons efficiently gather information from parents, about their children's care routines, to help them tailor settling-in arrangements that are specific to babies' or children's needs. The staff's warmth and attentive support helps babies and children to feel at ease and increases their confidence. Babies bring something from home to comfort them as they join the nursery. In addition, some parents provide photographs of family members and familiar people to help children feel secure. A smooth transfer also occurs when children move into other rooms in the nursery. Staff pass on a good level of written information and children get to know their new key persons through visiting their new playrooms. Children's moves between nursery and school are well supported. Teachers are invited into the nursery to meet children and staff and share important information from children's development and assessment records. This ensures the school are fully informed about children's learning priorities and care needs.

Children behave well because staff are good role models with a consistent approach to managing behaviour. Children become thoughtful and considerate of one another and share their toys sensibly. They respect the boundaries which are in place and babies and toddlers are given simple and clear explanations they can relate to. They respond well to staff's constant attention, praise and encouragement, and form warm relationships with one another. The safety of children is of high priority. Children talk about their own safety and the safety of others as they play. They comment that other children need to be careful outside when they play near the swings and they discuss the need to wear sun lotion to prevent burning in hot weather. In addition, they are involved in routine activities which develop their understanding of safety, for example, they play with resources that raise their awareness of road safety. They also take part in the fire drill, which is practised regularly to ensure children know how to swiftly exit the premises in an emergency.

Children thrive because careful attention is given to health and hygiene routines. Staff are rigorous about implementing the no shoe policy, in areas used by crawling babies, to ensure the environment remains clean. Toys are regularly cleaned and children know why they have to wash their hands. Nappy changing is hygienically undertaken in an area well away from the space used for play or eating. Any toileting accidents are promptly addressed to ensure children remain comfortable. Meals are provided in accordance with parents' wishes and any allergies or dietary needs are given high priority. Children access drinking water throughout the day, which ensures they remain well hydrated and comfortable. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and discover how to peel a banana. Staff place great importance on supporting children's physical development. Children enjoy being active and learn about the importance of exercise. They show good control and coordination as they negotiate space and use challenging physical apparatus and a variety of wheeled toys in the outdoor area.

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

The management and staff understand the requirements of the Early Years Foundation Stage and meet these effectively. Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. Recruitment and vetting procedures are rigorously implemented. Therefore, all staff working in the setting are closely monitored and assessed to make sure they are suitable to work with children. All staff have the opportunity to complete safeguarding training. This means they are confident of the steps to take if they have concerns about a child's welfare. The nursery is safe for children's use because the effective risk assessment process identifies and ensures that any potential hazards are minimised or removed. Staff are vigilant about security. An effective password system operates at collection times and CCTV cameras have been installed to safeguard children. The nursery's policies and procedures are regularly reviewed and all necessary documents are in place to promote children's well-being. For example, information about accidents, medicines or existing injuries are recorded clearly.

There is a very positive team spirit in the nursery. Everyone is clear about their roles and responsibilities and very supportive of one another, which means sessions run smoothly. Although the nursery has only been open for a relatively short time, the manager and staff constantly review and monitor the provision to ensure it meets the needs of all children. This means self-evaluation accurately highlights the nursery's strengths and clear action plans are used to prioritise areas for development. Staff performance is monitored through regular supervision meetings to ensure training and development needs are promptly identified. As a result, the training accessed to date by staff, has a positive impact on outcomes for children. Children's progress is carefully tracked and monitored by the key persons. The planning and assessment process is constantly reviewed by the manager and room leaders to ensure staff are promptly identifying any gaps in children's progress. Consequently, early intervention is promptly secured to ensure no child gets left behind.

Partnerships with parents and carers are very positive and staff demonstrate an astute awareness of the benefits of working closely together to meet children's needs. Parents report that they receive good quality information about the nursery. Information is distributed through newsletters and there are specific noticeboards so parents can see the planning or view important certificates. Parents value the daily verbal feedback and the communication diaries, which update them on their children's welfare while at nursery. Open days are also arranged so parents can spend time with the key persons to discuss their children's progress and development. Parents say that they find the staff very approachable and compliment them on settling children in. They say staff go out of their way to listen to them about their concerns. For example, staff seek advice or signpost parents to other professionals and services, such as speech and language therapists. Staff build effective partnerships with other early years providers, by hosting the local authority learning community meetings, where they explore good practice and share ideas. The nursery also has good links with the local children's centres and offers support for a high number of families who receive funding for early education for two-year-olds. Staff effectively liaise with local schools to enhance consistency in care and to ensure children experience a smooth move into full-time education.

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	EY469370
Local authority	Essex
Inspection number	948346
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	105
Name of provider	Serendipity Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01268559633

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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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