

Inspection of Southfield Day Nursery

1 Sandersons Terrace, Cramlington, Northumberland NE23 6XD

Inspection date:

28 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children come into nursery happy and most quickly settle to activities they clearly enjoy. They engage in a good overall range of experiences, indoors and outdoors. For example, pre-school children thoroughly enjoy exploring paint outdoors. They use brushes skilfully to paint toy dinosaurs, using the feet to make prints on a large covered surface. Younger children develop an interest in early literacy. They thoroughly enjoy group-time sessions where they clap their hands and join in with their favourite songs and rhymes. Children in the baby room spend time in the outdoor area and their designated indoor space. However, there are times throughout the day, when staff do not implement the curriculum effectively enough to meet babies' individual needs. Babies often cry and become unsettled at points during the day.

Older children behave well throughout the day. They respond well to instructions from staff and interact well with other children as they play together. Children are safe in the setting. They learn about and use good manners. This is evident when staff encourage them to sing songs at mealtimes that help them to say please and thank you. Children benefit from resources, such as 'now and next' boards, to help them understand the routines of the day.

What does the early years setting do well and what does it need to do better?

- Staff support children in the baby room to begin to make sounds and use single words. They say words, such as 'splash, splash', as babies and toddlers engage in water play outdoors. However, other aspects of the curriculum for this age group are not always effectively implemented. This includes support for children's personal, social and emotional development and their physical development. For example, on occasion, staff spend extended lengths of time settling babies who they feel are tired and need to sleep. This is often to the detriment of other children, who begin to cry and get unsettled when they cannot fully access their supportive adult.
- Children are encouraged to be physically active and exuberant. They enjoy daily fresh air in the garden. However, other aspects of children's good health, including their oral health, are not fully supported. Although food is freshly prepared daily on the premises, children are provided with desserts that are too high in sugar across the course of a week. In addition, staff do not consistently adhere to good hygiene practices when handling children's dummies, when they no longer require them.
- The newly appointed manager spends time in the nursery's rooms. She observes how some staff interact with children and provides feedback to help them improve their skills further. However, this monitoring is still in its infancy. The manager has not yet identified and addressed weaknesses in practice in the

baby room. This affects the nursery's ability to reach a good standard of quality, overall.

- Pre-school children are supported very well to develop positive attitudes to their learning, by experienced and capable staff. Children are set regular challenges and become fully absorbed in making model dinosaurs out of clay. Staff support them very well to develop their awareness of number and count the number of spikes on the back of their models. Children count with accuracy, using numbers up to 10.
- Children in the 'Explorers' and 'Investigators' rooms are supported very well to develop their speech. Staff make accurate assessments and know how to identify and target any possible gaps in children's learning. They work in partnership with external services, including speech and language therapy, if required. Staff incorporate strategies to support children into their daily planning, which promotes their good progress.
- Staff give a high priority to supporting children's early literacy throughout the nursery. They have a clear focus on children developing a love of books. Children thoroughly enjoy listening to stories. For example, pre-school children engage well when stories are read to them. Younger children enjoy picking up wooden spoons with nursery rhyme pictures on them and delight in singing their favourite rhymes.
- Partnerships with parents are good. They speak highly of the nursery and praise the nursery staff for the support they give their children. Staff share high levels of information with parents and encourage them to take an active part in the nursery. For example, parents enjoy contributing to the 'community garden'. Children look after the plants as part of their learning in the outdoor environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding training to keep their knowledge and skills up to date. They know how to respond to any concern they may have about children in their care. Staff are aware of the procedures to follow if an allegation is made against them and know where to find relevant contact information. They also know the action to take if they are concerned about any inappropriate actions towards children by a colleague. The manager has sound induction procedures in place to ensure that staff, including apprentices, understand their role in keeping children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the implementation of the curriculum for children in the baby room to ensure that it meets their needs at all times	30/11/2021
ensure that children's good health, including their oral health, is effectively promoted throughout the nursery.	30/10/2021

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

- improve monitoring procedures to ensure that all weaknesses in practice in the baby room are effectively identified and addressed.

Setting details

Unique reference number	EY555669
Local authority	Northumberland
Inspection number	10174780
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	81
Name of registered person	Choice Childcare Limited
Registered person unique reference number	RP904033
Telephone number	0191 250 2221
Date of previous inspection	Not applicable

Information about this early years setting

Southfield Day Nursery registered in 2018. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Jones

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk. She talked to the inspector about their curriculum and what she wanted their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to children, to find out about their time at the setting.
- Parents provided their views online, which the inspector took account of.

We carried out this inspection 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.

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