

Springfield Day Nurseries T/A Springfield House Day Nursery

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique Reference Number | EY274612 |
| Inspection date | 07 November 2007 |
| Inspector | Sally Ann Smith |
| Setting Address | 39 Thornsett, Birch Vale, High Peak, Derbyshire, SK22 1AZ |
| Telephone number | 01663 747350 |
| E-mail | |
| Registered person | Springfield Day Nurseries (Fairfield) Limited |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Springfield House Day Nursery was opened in 2002. It operates from two rooms in premises in the hamlet of Thornsett. A maximum of 34 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. There is a fully enclosed garden available for outdoor play.

There are currently 46 children from three months to under five years on roll. Of these, 15 children receive funding for early education.

The nursery employs eight members of staff, all of whom hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children recognise when they need to wash their hands and often do this without prompting. They know that they must do so after stroking the rabbit. Children are gently reminded by staff to wash their hands after playing outside or visiting the toilet. Visits from a dental hygienist develop children's understanding of effective oral hygiene and each child has their own toothbrush so that they can brush their teeth after meals. Children learn about body care and importance of good personal hygiene through various projects and topics to consolidate their understanding of healthy practice. All the required documentation for the administration of medication and accident recording is in place and consent is obtained to seek any emergency medical advice if required.

Children eat a good, balanced diet as the nursery promotes healthy eating. All produce is organically sourced and children enjoy freshly prepared nutritious meals. They heartily tuck into meals that are generous in size and seconds are always available on request. Children eat plenty of fresh fruit and vegetables. A range of meals are provided for babies and young children to suit their dietary requirements. Babies are given milk formula according to their home routines as discussed with their parents or carers. Children are often involved in cooking and food tasting sessions encouraging them to try new tastes. Children have a drink to accompany their meal and can independently access water throughout the session. A 'helper' lays the tables and children sit together to eat meals making these social occasions with plenty of good interaction. Letters are often sent to parents asked them for suggestions for meals and snacks to promote healthy eating.

Children are engaged in a variety of exercise both inside and outside, and the nursery are aiming towards a 'free flow' system enabling pre-school children to play outside whenever they choose. Children play with a variety of wheeled toys, bats, balls and hoops. They enjoy painting large pictures on the fence or painting on slabs. However, there is limited equipment for children to develop large muscle skills such as climbing. In addition, the layout of the outdoor area is not conducive for babies and toddlers play. Children have regular dance classes and music and movement sessions where they can move their bodies in a variety of different and imaginative ways. They pretend to be toys in a toy shop waking up and exploring their environment. They stretch up as high as they can to pluck a star out of the sky or form a line and pretend to be a train. Children have fun wiggling their bodies to the different rhythms and beats as they listen to music from around the world.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a welcoming environment where staff greet children in a friendly, cheerful manner. All around the nursery are displays of children's work and photographs of them involved in a range of different activities. Toys and equipment are suitable for children's age and stage of development. Resources are plentiful and children can easily access these so that they can initiate their own play. Space is organised effectively to provide lots of different play opportunities. Tables and chairs are arranged to enable children to move around safely and also provide sufficient floor space where children can play. All visitors are requested to produce identification before being permitted entry to each of the rooms.

Children learn about many aspects of safety through planned activities, discussions and daily routines. At circle time children talk about firework safety and the importance of wearing gloves before handling sparklers so that they do not get burnt. Children know that it is safe and sensible to put the finished sparkler in a bucket of water to ensure it is fully extinguished. Children learn how to cross the road safely and know that they must never cross between parked cars or from behind buses and ice-cream vans. They discuss the merits of pedestrian crossings and know that they can only proceed once the 'green man' is illuminated and after checking that the traffic has stopped. When out and about, children wear reflective vests and they know that this is so that they can be easily seen. Topics and themes often link road safety to other areas for children to consider such as the importance of wearing seat-belts. Routines effectively promote children's safety and all staff are familiar with these. For example, babies are properly wined and then placed on their backs before sleeping. Regular checks ensure they do not become too warm and sleep soundly.

Staff demonstrate a good understanding of child protection and their responsibility is safeguarding children. They are familiar with signs and symptoms of abuse and clear of the referral process should they have any concerns. A written policy is shared and discussed with parents ensuring that they are aware of staff's responsibility to protect children in their care. Staff are familiar with procedures where an allegation is made against a member of staff. This means children are well protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children generally settle well and babies and toddlers are reassured with a cuddle by staff before their parents leave. A good range of activities and resources are available to meet all children's needs. For younger children, a large uncluttered floor area enables children to crawl and toddle around exploring their environment. Staff use the 'Birth to three matters' framework to develop children's skills and develop their play and learning. Staff consistently interact with children by talking, smiling and making regular eye contact. The quality of staff's interactions with children is good and they continually consolidate children's knowledge and understanding through appropriate questioning. They listen to what children have to say with interest and respond appropriately. For example, children play with cards matching the rabbit to the carrot. Staff encourage children to recognise other animals displayed on the cards and mimic the noises they make. A variety of treasure baskets develop children's senses.

Nursery education

The quality of teaching and learning is good. Staff demonstrate a sound understanding of the Foundation Stage and the six areas of learning. Continuous learning plans are used to assist staff in focusing on a specific area of learning and promote discussion and conversations that challenges children's thinking. However, staff also recognise that areas of learning are inter-related and children develop skills and competencies across several areas of learning. Sessions are well balanced to provide opportunities for children to pursue their own interests as well as take part in adult-led activities. Staff know the children well and regularly record their progress and achievements. However, whilst learning intentions are identified for activities linked to the stepping stones, planning does not consistently identify how activities can be adapted and extended for children. At times, resources and organisation of activities does not always maintain children's interests.

Children show a sense of belonging and are motivated to learn. Children hang their coats on named pegs and settle happily into their routine. Some choose to seek out their friends and play together well. They are encouraged to select their own resources and make choices about their play. Children learn to take a pride in their environment and handle toys and resources with care. They help to tidy up at appropriate times and are given specific roles to develop a sense of responsibility. Some aspects of children's independence is encouraged as they visit the toilet independently or put on their coats for outdoor play but they are not encouraged to develop their personal independence further by pouring drinks and serving their own food at snack time.

Children enjoy writing and making marks and hold pencils and crayons correctly. They make regular use of the writing area to draw pictures, write letters or practise writing their names. Children regularly write for a purpose as they play as they book appointments at the doctor's surgery or write shopping lists in the home corner. Children enjoy listening to stories and often join in with the words and actions, particularly to well-known favourites. Focused activities enable children to re-enact stories using various props and make up different endings. They also look at, and explore rhyming words. Children make good use of the book area and enjoy visits from the mobile library. They also look at text in different formats such as recipes and instructions.

Children develop mathematical ideas as they explore number, shape and positional language. When using remote controlled toys they understand the concept of forwards, backwards and reverse. When dancing, children form a line to make a train or find a space where they can not touch anyone. Children talk about placing objects next to, under and behind. Children use language such as tallest and smallest when comparing the size of the sunflowers they grow and chart their observations on a graph. During food tasting sessions, children cut up oranges into halves and then quarters. In addition, they peel the fruit looking at the segments. Children count the number of children present at registration but this is not developed and extended. For example, children do not differentiate between boys and girls and add the numbers together. Whilst there is a number line, this is of no value to the children as it is placed at ceiling level where they are unable to see it. This limits the opportunities for children to recognise and consolidate their understanding of numbers.

Regular discussions and activities develop children's awareness of their environment and the world in which they live. Children enjoy bug hunting and examining their finds with a magnifying glass. They are enthralled as they are introduced and handle more exotic creatures such as a hissing cockroach, giant snails and a bearded dragon lizard. Whilst they are able to get close to 'Rosie' the tarantula they understand that they can not touch her as she sometimes gets frightened and flicks lots of hairs from her body which can irritate human skin. Children have fun in the role play area as it is transformed into a space station and children blast off their rockets to the moon. They learn about the solar system and the different planets that can be found there. Good use is made of the computer and children use this independently and with staff support. They enjoy creating various designs, printing these off and displaying them on the wall.

Children play with a variety of malleable materials and enjoy making play dough incorporating a variety of different colours, smells and textures. Children regularly have opportunities for free painting, both inside and outside enabling them to develop early mark-making skills whilst using their imagination. A wealth of resources and recyclable materials are available for children to develop their creative talents.

Helping children make a positive contribution

The provision is good.

Children are given time to settle in to their environment and staff work closely with parents to ensure that individual children's needs are met. Parents are encouraged to stay as long as necessary so that children become familiar with their surroundings and gain confidence in being left. Staff regularly exchange information with parents regarding their child's care and maintain daily record sheets for younger children outlining their routines. Children feel a sense of belonging as they select their name cards on arrival and bring in items from home to show to the other children. All children have access to the full range of resources and equipment available and regularly access resources independently.

Children learn about the wider world and different celebrations and festivals. As well as traditional Christian celebrations such as Easter and Christmas, children learn about the Jewish festival Hannukah and the festival of Diwali. Children dress up in traditional Indian clothes and taste a range of different foods such as exotic fruits, vegetables and different types of bread. The daily menu also includes a range of foods from around the world. Children have regular French lessons and confidently say 'bonjour' or 'au revoir'. They can also count and sing different songs. Children regularly get involved in community projects, decorating their carnival float or making decorations for their Christmas tree which is entered into a competition. They recycle many materials and do regular fundraising events. This helps them develop a sense of belonging to their community. Children with learning difficulties and/or disabilities are made fully welcome and supported in the setting. This is because staff have a secure knowledge and understanding of the individual needs of the children and plan for these accordingly. There are two members of staff who share the role of Special Educational Needs Coordinator (SENCO) and they ensure that children with additional needs are included in all aspects of play and learning. Children meet people with visual impairments and their guide dogs. They learn that the dog has a very important role in helping their owner to carry out their daily tasks. They know that the dog must not be distracted. However, there are few resources and positive images displayed to reflect non-stereo-typical roles or racial, cultural diversity and disability which potentially limits children's understanding.

Children are well behaved and know the routine well. They learn to share and take turns when playing with toys and games. For example, children know that only four children at a time can participate in a board game. Children support and encourage each other in a game of skill which requires a steady hand and the 'bees' to stay in the tree. However, they also commiserate with each other when children are not successful and the bees 'fall' to the bottom. Children learn about feelings and discuss these, why they feel happy, sad, worried or angry. Staff create a calm atmosphere where boundaries are consistent and raised voices discouraged. They use discussion, explanation and praise wherever possible to promote good behaviour. Children are given responsibilities to encourage them to behave well such as helping to lay the tables for lunch or tidying away the toys. A clear written statement regarding behaviour management is shared with parents and carers.

Parents receive good quality information regarding the nursery to include all the relevant policies and procedures. They have regular discussions with their child's key worker regarding their child's progress. Children's spiritual, moral, social and cultural development is fostered.

The partnerships with parents and carers are good. Parents are well informed of their child's progress and can approach their child's key worker at any time. They have regular opportunities to discuss the educational programme with staff and are welcome to access their children's

development profile at any time. Planning for the educational programme is displayed and there is an abundance of photographic evidence which illustrates the range of activities that children participate in which covers the six areas of learning. Parents receive regular newsletters to keep them updated regarding topics and themes. They are also provided with activities and suggestions to help with their child's learning at home. Parents speak positively of the care and learning their children receive.

Organisation

The organisation is good.

Children play and learn in a warm, welcoming and well-organised environment. Staff are approachable and greet parents and children in a friendly manner. They work well together to ensure that the routines run smoothly and most of their time is spent directly with the children. Robust recruitment and induction procedures ensure that staff have a good understanding of child development and the needs of all children. Staff are fully conversant with the setting's policies and procedures which they implement consistently well. Staff deploy themselves effectively to ensure that children are interested in their play and correct ratios are maintained. Registers accurately record children's arrival and departure. A member of staff acts as a 'floater' and is based where most needed to ensure routines run smoothly. Most staff have an early years qualification and are keen to attend training courses to keep their knowledge up-to-date in line with current guidance and legislation. Staff appraisals identify areas for development and training needs.

Leadership and management is good. The manager ensures that staff are valued, respected and their ideas welcomed to ensure that the routine runs smoothly and children's learning is promoted effectively. Staff are delegated specific responsibilities according to their individual skills and interests. For example, staff have the role of 'Literacy Coordinator' or 'Outdoor Play Coordinator' and look at how experiences for children in these areas can be enhanced. The manager is actively involved in all aspects of the daily routine and as a result is able to monitor staff practice effectively. She is fully aware of the curriculum planning. Regular staff meetings enable staff to share elements of good practice and identify areas for improvement. An action plan is in place looking at the five 'Every Child Matters' outcomes and how these can be consistently achieved well. Management and staff are receptive to any advice and support to enhance practice and improve children's care, learning and play. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection to nursery was required to improve: play opportunities for pre-school children to develop language and imagination; the safety of children by ensuring the child protection procedure is in accordance with current requirements. The child protection procedure has been updated and staff have attended training, several members of staff have completed the advanced child protection training. The policy reflects the change to the Local Safeguarding Children Board. A variety of resources such as small world, dressing-up clothes, home corner, painting and creative play enable children to use their imagination. In addition, the role play corner is regularly transformed into shops, doctor's surgeries and space stations to name but a few. This also applies to nursery education.

For nursery education the nursery was required to improve: the development of assessments, already started, to include parental contributions and inform planning for individual need; opportunities for children to link sounds with letters; routinely access resources for writing and

mark making; routinely recognise names and extend letter recognition, and to use writing and reading materials in imaginative play; opportunities for children to develop their creativity and imagination independently; opportunities for children to routinely solve mathematical problems and use mathematical language and access information and communication technology.

Parents are regularly consulted regarding their child's learning and this is an ongoing process. They meet with their child's key worker to discuss all aspects of their child's learning. Staff regularly complete assessments but information from these is not consistently used in planning to show how activities can be adapted for some children and as a result a recommendation has been made in light of this inspection. Regular opportunities are available for mark making such as painting, dry and wet sand, gloop and shaving foam to develop early writing skills. This also encourages their creativity and imagination. Children make good use of the designated writing area where they practise writing their names, develop pencil control or generally just enjoy drawing. Children use mathematical language during general play and routines. For example, they count children present at registration and use concepts such as more, less, bigger and smaller. They have daily access to a computer and are able to use a variety of programmes to develop their skills in all areas of learning. They manipulate the mouse well and use the printer. An action plan is in place which continually looks at improvements to enhance all aspects of children's play and learning.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote further the outdoor play to meet all children's needs and to develop skills such as climbing
- increase activities, resources and displays to promote cultural diversity and disability (also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that resources and organisation of activities maintains all children's interest
- improve further the use of numbers and labels to consolidate children's knowledge and understanding
- improve further the curriculum planning to show how activities are adapted to provide sufficient challenge for children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk