

Springfield Day Nurseries T/A Springfield Farm Day Nursery

Inspection report for early years provision

Unique Reference Number	EY274631
Inspection date	09 November 2007
Inspector	Karen Ann Byfleet
Setting Address	34 Marple Road, Charlesworth, Glossop, Derbyshire, SK13 5DA
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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 Farm Day Nursery operates from extended detached premises on the main road in the village of Charlesworth and serves both local and commuting families.

There are currently 86 children on roll aged up to eight years. Of these 27 are in receipt of funded education and the children attend for a variety of sessions. The nursery is open each weekday except Bank Holidays from 08:00 to 18:00. The provision also supports an out of school club which runs from 08:00 until school time and from the end of school to 18:00, and during nursery hours during all school holidays. The club has designated accommodation on the first floor of the rear building and use of a pre-school room on the ground floor when numbers permit. Members of the nursery staff group supervise the children at all times.

There are 16 staff working with the children and of these 12 hold relevant level 3 childcare qualifications. The other four staff are currently working towards a level 3 qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Overall, the general health and hygiene procedures throughout the setting are good. Staff ensure children follow daily routines with regard to hand washing prior to eating and after using the toilet. They are consistent in following hygiene procedures with regard to nappy changing. For example, staff wear disposable gloves and ensure the nappy changing mats are cleaned after each use, helping to prevent any cross-infection. However, the health of babies is compromised as staff within the baby area are not consistent in following hygiene procedures. For example, when one baby takes another's dummy staff hand it back without ensuring the dummy has been cleaned and babies hands are cleaned prior to them being seated in their high chairs, allowing them to continue crawling around the floor. Policies are in place and staff follow good procedures with regard to caring for sick children. Medication is administered appropriately and prior written permission from parents is obtained. Accidents and incidents are well recorded and kept confidential.

Children's dietary needs are well catered for and a good menu of healthy snacks and meals are provided. The cook is fully aware of children's different dietary needs and requirements and ensures food is fresh and wholesome. Children enjoy a good range of varied and nutritious foods, such as shepherds pie, pasta, fresh vegetables, rice, milk based puddings and fresh fruit. Babies and young children are offered regular drinks and snacks throughout the day and the older children are able to help themselves to drinks of fresh water as they all have individual water bottles which are labelled with their names. Staff help children develop a good understanding of healthy eating through topics which are planned and through the use of a tick chart, older children are encouraged to try new foods and eat their vegetables.

Physical development is promoted well in all areas of the nursery. Babies have regular access to equipment which encourages their hand eye co-ordination and all the children have many opportunities to access fresh air and play outside. They use climbing and balancing resources such as, climbing frames, slides, sit and ride toys and various ball games which help to develop their balance and co-ordination skills. A good range activities inside helps children to develop a positive attitude to healthy exercise. Rest periods are provided after lunch for the babies and toddlers who may wish to have a sleep. Babies have a separate sleep room which is well equipped with cots and soft floor mattresses. All the children have their own individual bedding which is kept in individual bags and cots are changed after each use and bedding laundered on site. Consequently, children are able to develop a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Safety within the setting is promoted extremely well. Space within the setting is used imaginatively in order to provide children with an extensive range of activities which promote their development. There are separate areas for all age groups and the babies have access to a number of rooms including a sensory room. All areas have designated areas for messy play and for sleep. The outside area is safely enclosed and provides children with both grassed and hard surface areas. The nursery is well maintained and provides a warm, homely environment which enables children to play in comfort and safety with the toys and equipment. Radiators are well protected and windows are able to be opened safely to provide good ventilation. The range of toys and resources for both indoors and outdoors is excellent and staff rotate the toys

regularly throughout the day to ensure children are kept interested. They are organised very well and help create a stimulating environment and allow children to make choices.

The safety and cleanliness of all toys and the play areas is ensured as staff follow a very good rota for the cleaning of toys and resources and carrying out daily risk assessments of the play areas. Ensuring children are protected from harm and helping them to stay safe. Equipment for children under two years in the baby rooms is in excellent order to meet their needs for sleep, eating meals and play. The setting has robust processes in place to help keep children safe and limit risks. Daily risk assessments are completed for the whole of the building and the outside areas, safety gates are in place, babies in high chairs are kept safe with use of well fitted harnesses and sleeping babies are protected well. Staff monitor sleeping babies regularly and use baby listening monitors. The security of the provision is excellent. Close circuit cameras ensure the manager can observe all the outside areas. All visitors are asked to sign in and out of the nursery and door bells alert staff to anyone at the door. All interior doors are fitted with double handles and outer doors kept locked at all times, ensuring children cannot leave the building unsupervised and no one can gain uninvited access. Consequently, children able to play safely. Fire safety is promoted very well. Staff practise fire drills with the children to ensure they understand the procedures and all practises are recorded.

Children's welfare is highly supported as child protection is fully understood by all the staff within the setting. All staff have attended training and have regard for the setting's policy and the Local Safeguarding Children's Board procedures. The manager is the designated person for child protection and shows a clear understanding of the procedures to follow if there are any concerns about children's welfare. This helps to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and settled. They enter the setting confidently and are eager to participate and engage in the extensive range of valuable and stimulating activities. Activities are extremely well planned and organised and staff are flexible in their planning which enables them to take account of children's interests and the current weather conditions. For example, outdoor play is planned for but staff change activity to 'the windy box' as weather is very windy. This includes kites and bubbles which the children thoroughly enjoy.

Staff use children's development records well when planning the next steps in their learning. All staff are involved in the planning process for each area and put their ideas together for suitable age-appropriate activities. An extensive range of age-appropriate toys and resources are in place and children throughout the nursery are able to have free access. Increasing their independence and providing them with choice. Babies and children are highly involved and interested in the full range of games and activities and all staff interact fully with them in all areas. They show great interest in what children have to say and do and offer lots of praise. Children's individual needs are met well and their welfare is promoted through staff providing excellent support and children show delight and interest as they play in the various rooms. Babies are able to move freely between the designated rooms and staff are enthusiastic and animated in how they interact with the babies and toddlers. They know the children well and this enables them to plan a full range of activities effectively around the 'Birth to three' framework which they have an excellent understanding of.

Nursery Education

The quality of teaching and learning is good. Staff are very pro-active in their planning with all areas of learning clearly identified. Focussed activities clearly show differentiation in children's ages and abilities to ensure children's individual learning objectives are addressed. Excellent use of observations made by key worker are undertaken and incorporated into the planning. All staff working with children aged three to five years have a very good knowledge of the Foundation Stage. However, although children know the routines for hand washing, before snack, at mealtimes and after using the toilet, staff do not reinforce the reasons behind this in order to further develop children's understanding of staying healthy. Children are making excellent progress towards the early learning goals. They are fully engrossed in an exciting range of developmentally appropriate activities both indoors and out which provide them with optimal challenge. They have a very good attitude to learning as they show interest in group time and in individual activities. They are confident and have high levels of self-esteem as they clearly enjoy showing off their work which is attractively displayed at child height. The children behave very well as they respond to boundaries and they form excellent relationships with their peers and the adults caring for them.

Children have very good access to writing and mark making. A print rich environment, their use of writing for a purpose and their access to an exciting and extensive range of books, both story and reference, greatly enhances children's abilities to develop their language and literacy skills. For example, they have many opportunities to practice writing for a purpose in the role play area as they write shopping lists and use appointment books. This is extended further into other areas, such as the children producing a scrap book on winter. Staff ensure activities are achievable for all ages and adapt according to the ages and abilities of the children. For example, when undertaking a planned painting activity staff write the names of the colours of the paints on the plates, enabling older/more able children to recognise the written word. Children enjoy songs and rhymes. They listen to stories with great interest and ask questions about what happens. They are actively encouraged to extend their vocabulary and explore different sounds through games and as staff interact with them in their play, such as talking about texture of the sand and hibernating animals. Children say and use number in familiar contexts. Through activities such as, sorting, matching and baking activities they are developing excellent mathematical concepts. In the sand and water play they use language such as, lighter, heavier, full and empty and through songs and rhymes they initiate number words.

Children participate in a diverse range of activities which enables them to develop their awareness and understanding of the world around them and their local community. They show awareness of others and their feelings, listening to each others during group activities. They undertake a full range of activities which look at different cultures and beliefs and there is a vast array of posters and books around the setting which display positive images of diversity. For example, welcome posters in different languages, pictures of ethnicity, disability and gender and within the writing area there are written words in different languages. The children share, take turns and play harmoniously together. Ensuring they develop positive attitudes to others. Through the well-planned topics and themes children investigate objects using their senses. For example, food tasting, making ice cubes and then watching them melt as they play with them. They find out about features of living things. A recent topic on mini beasts encouraged the children to look for various bugs and mini beasts in the woods and they talk about hibernation. Children confidently build and construct with a variety of materials and objects. They make models in three dimensions as they build with construction bricks and junk modelling. They have regular daily access to technology as they independently access the computer and through playing with small world toys such as the cars and road mats they are able to explore and talk about things familiar to them, like road safety. Visitors into the setting have included the fire brigade

and a dental hygienist and the children make visits to local community. For example they visit the local shops to buy fruit and vegetables. Extending their knowledge of the wider world.

Very good use is made of outdoor play area as staff plan outdoor activities but are flexible in approach to take account of weather conditions and children's individual interests. The children actively participate in group games of singing and dancing which increases their knowledge and understanding of exercise and the effects it has on their bodies. Staff talk to the children about feeling cold and what items of clothing they need to keep warm. Many opportunities are presented for the children to explore texture, shape and form in two and three dimensions and they explore sound through musical activities and listening to sound of the wind outdoors.

Excellent planning of role play activities and their access to dressing up, enables children to engage in play which develops their imagination, knowledge and learning.

Helping children make a positive contribution

The provision is outstanding.

All children have equal access to the extensive range of resources and activities. They are treated as individuals by all staff, who ensure activities are suited to children's specific levels of understanding and that they are appropriately challenged. Positive relationships are formed and children work extremely well together. Staff talk to the children about their behaviour and are consistent in their approach helping children to feel secure. Children know and understand the setting's boundaries well and as a consequence they are very well behaved. This is recognised by staff as they offer lots of praise to the children for their efforts and achievements. Younger children are awarded with stickers when they participate in group singing activities and the older children are awarded with 'golden tickets' for variety of achievements, such as being kind to others, helping one another and helping to tidy away. The 'golden tickets' are displayed where children are able to show them off to their parents, helping to raise their self esteem. Through the well-planned topics and access to free play materials, children have many opportunities to engage in activities which enhance their learning and understanding of the wider community and the world around them. For example, food tasting, having welcome messages in different languages around the setting, dressing up and planning topics around different cultures, such as Diwali and Chinese New Year. Visitors to the setting have included the fire brigade and a dental hygienist and staff take children on walks within the local community to shops and parks. These activities contribute further to help children develop an understanding and acceptance of the wider community. Children's spiritual, moral, social and cultural development is fostered.

There are currently no children attending the nursery with any learning difficulties and /or disabilities. However, excellent systems are in place inclusion of all children. Staff have excellent knowledge of how to liaise with any outside agencies and the parents to ensure consistency of care and how to ensure individual education plans are incorporated into the overall planning process.

Partnership with parents and carers of funded children is outstanding. Staff identify all children's individual needs and their personalities through forming good strong relationships with both the children and their parents. They exchange information at both ends of the day and through a key worker system which enables individual staff to monitor children through each stage of their development. Staff also exchange all information with each key worker as the children move through the nursery. An information booklet, provided to all parents, includes detailed information about the setting, early learning goals, staffing and Ofsted details. Parents are

very happy with the provision, they highlight their delight with the friendly, professional, approachable staff and how the key worker system works well around the nursery.

Organisation

The organisation is outstanding.

Children are very relaxed and self-motivated in a well-organised and inspiring environment. They are extremely confident and relish their time in the group. The setting has excellent systems in place to support their working practices and promote the children's care and well-being. Daily registers of attendance for the children are very well maintained and includes their times of arrival and departure. Very comprehensive policies support consistent and professional practice. Staff share and receive information with parents regularly, maintaining excellent records in a professional and systematic manner to ensure they are up to date. All relevant documentation is in place and supports the very high quality practice.

Leadership and management of early education is good. Management and staff are very pro-active in their approach. The established staff team are deployed very well to ensure children are well supported. Comprehensive and flexible planning systems allow children to make extensive choices. Staff are highly skilled at adapting plans to effectively support and guide children to extend their play and learning. However, hygiene procedures are not fully consistent around the nursery and although children follow routines, the older children demonstrate little understanding of why they need to wash their hands before eating and after using the toilet. Management ensure staff maintain and update their professional skills and attitudes through annual appraisals and ongoing training.

The owner and manager have a sound vision for the setting and are working well towards this through the ongoing use of the setting's self evaluation process. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to: consider enhancing the provision for children to routinely access images of race and culture in the form of photographs and posters and to create routine activities for pre-school children to develop writing in various forms. With regard to nursery education the provider was asked to: provide routine opportunities for children to develop writing skills and mathematical calculation and to provide children with daily access to images of race and culture.

Throughout the provision there are many posters, pictures, books, dressing up clothes and small world figures which promote positive images of a diverse society. Enhancing children's awareness and developing their understanding of the wider world. With regard to children's access to writing in various forms. The children have daily access to a full range of mark making implements such as pencils and crayons in free play activities. Staff working with the children in receipt of funded education provide many opportunities on a daily basis for children to use writing in various forms. For example, they write out shopping lists, use appointment books in role play and have produced their own scrap book about winter in which the children have written themselves.

Complaints since the last inspection

Since the last inspection 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.

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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):

- ensure the good health of babies is fully promoted with regard to hand washing routines and the cleanliness of dummies.

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):

- further develop children's understanding of their personal needs.

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