

Springlands Day Nursery

Inspection report for early years provision

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Inspector Patricia Mary Champion

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Springlands Baby Chalet is privately owned and is one of three settings run by the same owner. It opened in 2001 and operates from three playrooms in a converted house in Colchester, Essex. Children share access to a secure, enclosed, outdoor play area. A maximum of 15 children may attend the nursery at any one time. The nursery opens five days a week for 47 weeks of the year. Operating times are from 7.30am until 6.30pm.

There are currently 19 children aged from 10 months to two years on roll. When children reach two years they enter the main nursery building. Children attend for a variety of sessions or full days. The nursery serves the local community and surrounding areas. The setting supports a small number of children who have English as an additional language. The provision is registered by Ofsted on the Early Years Register.

The nursery employs nine staff in the baby chalet team, of whom six of the staff, including the manager hold appropriate early years qualifications. There are three staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Young children and babies enjoy exceptional experiences that are wholly suited to their individual needs. Children thrive and are kept safe through extremely effective routines and the vigilance of the staff. The nursery works closely with parents, early years professionals and outside agencies so that all children benefit from consistent and well-informed provision. The nursery accesses sophisticated methods of self-evaluation with effective statistical analysis from which it gains a clear understanding of its strengths and identifies areas for further development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing and revising systems for evaluating activities and resources to ensure that continuous improvements are maintained in relation to both indoor and outdoor learning experiences.

The effectiveness of leadership and management of the early years provision

The managers and staff take great pride in their work and maintain exemplary practice so that young children and babies can thrive and flourish. Excellent

organisation and documentation effectively contributes to the smooth running of the setting. The policies and procedures of the nursery are thorough and are regularly reviewed and updated so that they remain in line with current practice and meet regulatory requirements. Children are safeguarded exceptionally well. Robust procedures with flowcharts have been devised for reporting and acting on concerns to ensure that all staff are confident about their responsibilities with regards to child protection issues. The rigorous procedures in place for the recruitment of staff ensure that all adults working with the children are suitable to do so. The environment is very conducive to learning and is well maintained. All areas of the nursery and any outings are checked through detailed risk assessment, with regular reviews made regarding any changes that occur.

The nursery is led by a dedicated management team who work collaboratively to maintain superb practice through continuous improvement. The baby chalet participates in a recognised quality assurance monitoring scheme and Springlands has achieved the Investors in People award. Expert analysis and very effective self-evaluation ensures that the nursery constantly evolves and improves. The views of parents are also involved in this process. An impressive action plan to totally redevelop the garden area is well underway in order to provide more interesting outdoor experiences. The staff team is very keen to continue with their ongoing professional development and in-house training is used effectively to enhance the quality of children's care and learning. Although staff appraise their practice and continually assess the children's progress and achievements, the systems for evaluating resources and activities are not yet fully embedded in the provision.

The staff team are wholly committed to a shared ethos where the child is the top priority. Children experience very effective and supportive procedures to settle them in successfully and the information collected right from the start contributes to personalised individual learning plans. This ensures that learning experiences are expertly based on the children's needs and capabilities. Staff value each families' linguistic and cultural diversity and very effectively promote children's developing awareness and understanding of people's differences and similarities.

The nursery enjoys an outstanding partnership with parents and carers. Parents really value the staff for their support and appreciate the opportunities that exist for meaningful conversations about their children and their development. Daily record sheets are provided about the important care routines. Parents receive a written summary of the progress their children are making in a format which encourages them to share milestones they have observed at home and includes them in deciding what children need to do to make further progress. Special events and training evenings also encourage parents to become involved in their children's learning in meaningful ways. There are very strong links with outside agencies and health professionals, such as, dental hygienists, dieticians and early years support workers. Transitions into the main nursery are extremely well managed to ensure that children confidently progress onto the next stage in their learning journey.

The quality and standards of the early years provision and outcomes for children

All management and staff are committed to providing exemplary learning opportunities so that children make rapid progress while having fun. Young children and babies demonstrate superb levels of engagement and enjoyment as they take part in a wide variety of hands on, real learning experiences. There is a strong focus on activities that promote investigation, exploration and experimentation with children using all of their senses. For example, children enjoy exploring textures as they feel items such as cooked spaghetti to grasp, squeeze and twist. Staff provide for spontaneous and planned heuristic play with a selection of both natural and man-made household items and artefacts to discover and investigate. Children have access to a sensory equipment, where they energetically explore soft play equipment or investigate the changing colours of the lighting. They are also particularly interested in observing what is happening while landscaping work is being undertaken in the garden and staff provide toy diggers and trucks so that they can mirror and imaginatively re-enact the scenarios they see.

Children throughout the baby chalet benefit from the calm, relaxed atmosphere observed in every room. The key persons are skilled in engaging the children during their play. They sit with them and join in with the games, repeating words automatically to aid understanding and help develop language skills with the very young. Sign language is also shared to help the children express their feelings, wishes and needs. The development of social skills, politeness and good manners are frequently promoted. Children's families are highly valued at the nursery; photographs are gathered to encourage children to recognise their family members. There are very effective staffing ratios and children are cared for in small groups which enables the key workers to get to know them all extremely well and this contributes to ensuring that activities are securely based on children's interests and needs. As a result of access to such supportive staff and a highly engaging environment, young children feel secure, safe and able to play and learn with confidence and enthusiasm.

A high-quality and effective cycle of planning and assessment customised by Springlands Nursery is in place. This supports staff in focusing on what individual children can do and what learning opportunities they need to be provided with next. Children's starting points are accurately established when they join the nursery and staff skilfully use careful observations to gain an understanding of the progress they make. As a result of this, learning is highly personalised. Reviews of children's progress are frequently completed and shared with parents. This enables everyone involved with the children to see at a glance, children's achievements or potential gaps in their progress towards the early learning goals

Children really thrive in the nursery. Meals and snacks are made from fresh and nutritious ingredients and individual dietary requirements are strictly adhered to. An extremely high standard of cleanliness is maintained in the areas used by children. Staff consistently use hand sanitising gel and anti-bacterial cleaners to prevent the risk of cross-infection and they ensure that nappy changing is

sensitively undertaken. Toothbrushes are provided so that children can clean their teeth after meals. All children sleep according to their own routines and in line with parents' wishes. Children's physical play experiences are promoted well. In the interim period while the garden is being developed children are using the outdoor area on the main nursery site and going on outings in the local environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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