

# Springfields Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY246900
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Springfields Private Day Nursery was registered in 2002. It operates from five rooms in a single storey building and there is a fully enclosed garden available for outside play. It is situated on the main road just outside the centre of Eccleshall village in Staffordshire. It serves the local and surrounding areas.

There are currently 62 children from three months to eight years old on roll. This includes 13 children in receipt of funding for early education. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and also those children who speak English as an additional language. The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are 12 full-time and part-time staff working with the children. All staff have early years qualifications to National Vocational Qualification level 2 or 3. The setting receives support from a teacher mentor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children play and involve themselves with activities in areas that are clean and well maintained. However, cleaning equipment is kept in the children's toilet cubicles which compromises their health. Staff encourage the children to be involved in cleaning down the table tops ready for snack time which helps promote their independence and understanding of hygiene procedures. Children's welfare is maintained because staff have undertaken first aid training.

Children are learning about a healthy diet because they access a broad range of nutritional meals and snacks. For example, they have fruit and toast for snack time and meat, fish, vegetables or salad at lunchtime and tea time. The children have water, milk or squash with their food and they have free access to drinking water throughout the day. This encourages their independence.

The children are learning about a healthy lifestyle because they have good access to a range of physical play that promotes their muscle development. They climb, balance, and slide on equipment and run around in the fresh air. They kick, throw and catch balls with their peers and they also enjoy indoor activities such as musical statues and soft play.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Risk assessments are undertaken by staff who check areas before the children arrive. However, the staff keep their personal belongings in the children's learning environment and some of the electrical sockets are at times left uncovered thereby compromising children's health and safety. The indoor and outdoor play areas are secure to ensure children are kept within the premises.

The nursery is welcoming to children and their parents because there is a range of children's work displayed in all areas. This promotes children's sense of belonging. The areas are well maintained and provide base rooms for children of all ages. There is a range of appropriate equipment and furniture suitable for all stages of development. Children's bedding is clean and kept in their named baskets to ensure hygiene is maintained. There is adequate storage for both outdoor and indoor equipment.

Children's welfare is maintained because staff have undertaken training in safeguarding children. The staff are aware of the safeguarding children principles and they know what to do and who to contact should there be a concern about a child in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very settled and happy at the nursery. The under three's are appropriately grouped and cared for by staff who are experienced, trained and qualified. Young children enjoy free access to a range of resources and equipment suitable to their stage of development. For example, young babies enjoy playing in the ball pool, passing the balls to their peers and the staff and throwing them in the air. They crawl around the carpeted areas which are kept clean

and there is also a 'no shoe' policy in place. Young children enjoy being involved in caring for their surroundings as they help to set the tables and tidy up before snack time.

There are good settling in procedures which include parents staying for as long as they want to with their child. The staff find out what children can do through open two-way relationships with parents and ongoing observations of children as they play and learn. Staff attend ongoing training and in particular have attended training in the 'Birth to three matters' framework. They have implemented the framework and plan for the under three's to ensure progression.

#### Nursery Education.

The quality of teaching and learning is good. Children are interested and motivated to learn as they help themselves to the resources that are low reach and well labelled for them. They are involved in the routines of the nursery as they help to clean and lay the tables, counting how many children are present and how many plates, knives and cups will be needed for snack time. This promoted children's sense of belonging and encourages their mathematical thinking. As children enjoy their snacks, they are encouraged to be sociable with their peers and the staff. They talk about their home lives and what they have been doing during the morning at nursery. Children are confident and enjoy talking to their peers during imaginary play saying "I'm the lady, what do you want"? as they pretend to be shop assistants. The children are finding out about the world around them as they explore a range of festivals throughout the year. For example, they undertake creative activities and look at books during Chinese New Year and Divvali and they make Mother's Day and Fathers Day cards to take home. Children have lots of opportunity for mark-making and writing as they use lists and scribble on paper in the home corner during role play activities. Older children write their own names clearly on their work. Children enjoy helping themselves to books in the comfortable accessible book corner and read books to the dolls and teddies as they cuddle them.

As children enjoy exploring construction, sand and water play, they are finding out about shape, space and measure. They hide toys under the sand, float empty bottles on top of the water and explore the concepts of in and out, in front and behind as they build towers and push cars around on the floor. This promotes their mathematical thinking and helps them to understand their world. Children enjoy local walks to places of interest such as the florist, supermarket and the library where they can choose their own books to take back to the nursery. During child-initiated play the children have free access to a range of resources to extend their creative development. For example, they enjoy two and three dimensional work using glue, card, junk, paper and crayons to make whatever they want. They have also planted seeds, cared for plants and watched them grow over time. Children enjoy singing rhymes and songs with their peers and sit and listen well during story time getting involved in the familiar stories and predicting the endings. Children do not have consistent access to a broad range of resources and materials to promote their learning in all areas of development because the resources are split into two different rooms for them. For example, some children have access to the computer during the morning session and some children do not, also the computer is not always switched on during these times.

Staff are good role models for children. They are calm and talk quietly to each other and the children to encourage good listening skills and a pleasant atmosphere. Staff are warm and welcoming with the children. They enjoy joining in with them as they play, for example, they pretend to be a character themselves as part of children's role play. Staff expect the most from children and they respond well by showing positive behaviour and regard for each other. The staff have a sound knowledge of the Foundation Stage of learning and are suitably experienced.

They know how young children learn, for example, they provide an interesting and varied curriculum and plenty of time, resources, equipment and assistance which encourages children to become engrossed in their learning and extends their development. They ensure the environment is used to encourage children's independence so that they can make their own choices about what they want to do. However, the staff do not always ensure the children have access to a broad range of resources and equipment during child-initiated play times. Planning and assessment is good. Staff work together as a team to ensure planning is clear, covers the stepping stones and includes what children are to get out of the activities and what resources are required. They also ensure the planning is informed by what children can already do and the areas they need to develop further. Staff ensure they talk to parents and observe the children to inform plans and ensure progression. There are strategies in place to support children with learning difficulties and/or disabilities or whom speak English as an additional language. The staff have previous experience and sound knowledge of caring for children who may need further support in these areas and they would seek assistance if necessary from other professionals to ensure consistency and inclusion of all children on roll.

### **Helping children make a positive contribution**

The provision is good.

Children play with a range of resources that positively reflect diversity. This includes dolls, small world people and books that explore cultures, festivals and disabilities. The staff encourage non-stereotype play ensuring the children access resources regardless of gender. Staff support and are trained in the identification and provision for children with learning difficulties and/or disabilities and those who speak English as an additional language. Strategies used includes talking with parents and with their permission, observing the child and seeking the support of other professionals to ensure consistency and inclusion of all. Children's behaviour is good. Strategies used at the nursery are discussed with parents at the time of entry. The strategies include promoting positive behaviour through praise and the use of sticker rewards. When children become challenging, the staff talk to them, calm them and encourage them to be aware of the feelings of others. This is also done through stories and activities about feelings. Children's spiritual, moral, social and cultural development is fostered.

A range of policies are made available to the parents because they are freely accessible in the corridor. There are two-way diaries in place for parents with children under three years old. This keeps the nursery and the parents informed of any issues that may affect the child and ensures parents are aware of the child's routine in their absence. To ensure that all parents are aware of the service provided there are written agreements in place which are signed by both parties.

Partnership with parents and carers is good. The parents are involved in their child's progression through pre-school from the time of entry. They are asked about their child's routines and development and this is used along with initial observations by the staff to identify the child's developmental starting points. Parents are invited to open evenings to talk to their child's key worker and discuss progression and any issues about the child's individual needs. Parents also receive periodic newsletters about themes and they also receive information about activities they can continue at home to support their child with their learning. This ensures the parents are involved in their child's progression through pre-school on an ongoing basis. The parents are also provided with ongoing verbal feedback during pick up and drop off times.

## **Organisation**

The organisation is good.

Children are cared for in a clean and well maintained environment where the staff are experienced and qualified. There are robust vetting and recruitment procedures in place and new staff are shadowed until they feel confident and aware of the way the nursery runs. To ensure children's welfare, required documentation is kept up-to-date and signed by both parties. Registers show the arrivals and departures of all children and staff and there is a signing in book for visitors who are checked for identity before being allowed into the nursery. All records and documentation are made available for inspection. Children are grouped according to their age and stage of development and there are separate base rooms for all ages.

Leadership and management is good. The staff and the manager have a clear overview of the provision for nursery education and are very aware of what they need to do in order to continue to provide, and improve on, good opportunities for children's learning. The management supports staff to attend regular training which has a positive impact on the children's care and development. Staff and management meet regularly with each other to discuss planning and other relevant issues such as how to support a less able or more able child with their learning. The provision for education is well monitored because staff evaluate short, medium and long term plans, observe the children at play and use their starting points to inform forward planning and encourage progression in all areas of development. All staff have a sound awareness of equality of opportunity and they work well together to ensure the inclusion of all children. Overall, children's needs are met.

## **Improvements since the last inspection**

At the time of the last inspection, the group was asked to address a number of recommendations and key issues. Firstly, they were asked to increase the range of activities and access to books in the baby room and to use regular observations of children to inform progress reports and plan for the next steps in the children's play, learning and development. The group addressed this by purchasing a range of books for the babies ensuring they can access them and by including a range of interesting messy play activities including gloop, paints and water play and by introducing a range of treasure baskets to encourage the younger children to explore their sensory development. The group also introduced the use of post-it-notes to record children's observations thereby informing future planning. Children now enjoy an extended range of activities and books thereby developing their natural curiosity as learners. They are also observed more often as they play which ensures the planning is appropriately informed.

The group was asked to ensure written records of medicine administered include the parents signature, improve procedures for sharing the written complaints procedures with parents and to demonstrate how the nappy changing areas meet health and safety requirements. They addressed these recommendations by updating the format to ensure all parents sign the medication administered records ensuring entries are kept confidential, and by ensuring the complaints procedures along with other policies and procedures are freely accessible to parents as they are now kept in the corridor for free access. This maintains the health, safety and welfare of the children. The group also ensured the nappy changing procedures meet health and safety requirements because they installed anti-roll bars and anti-roll changing mats. Nappy changing procedures for the children now ensure the health and safety of the child.

The group was asked to provide opportunities for children to make marks to communicate and recognise their name during every day routines, to use daily routines to develop and consolidate

children's understanding of mathematics and to provide sufficient challenge in stories to encourage children to develop their imagination. They addressed this by encouraging the children to take it in turns to be the helper for the day. As part of their duties as helper of the day children lay the tables with their own name plates and those of their peers and they count how many children are in attendance, how many plates, cups and chairs are needed around the tables for snack time. Children were also encouraged to scribble and make notes as they role play in the home corner. The children are read stories by the staff who encourage them to be involved, predicting the endings and finding other items around the nursery that match the colours mentioned in the stories. Children now have improved opportunities to recognise their names and to mark-make and be challenged during story time thereby developing their imagination. Children now consolidate their mathematical thinking during daily routines.

Finally the group was asked to develop staff's knowledge of the Foundation Stage and the Code of Practice for Special Educational Needs. This was addressed because staff delivering the Foundation Stage and having responsibility for ensuring the Code of Practice is implemented appropriately have attended training. The training includes Special Educational Needs which ensures practitioners have the underpinning knowledge to implement support for children with identified 'needs'. Other training includes Effective Curriculum Planning for carers in childcare which ensures that practitioners have the underpinning knowledge to identify, implement and plan progression for children from three years to under five years old. Staff have improved their underpinning knowledge in these areas and are well able to ensure they identify, support and meet the needs of all children at the setting further ensuring consistency and inclusion of all.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that require 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 the good health of children ensuring health hazards are identified and minimised
- take positive steps to promote safety within the indoor areas

## **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):

- provide consistent access to a broad range of materials and equipment to promote child-initiated play, including access to information communication technology.

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](http://www.ofsted.gov.uk)