

Springfields Private Day Nursery

Inspection report for early years provision

Unique reference number EY246900
Inspection date 04/06/2010
Inspector Shirley Amanda Wilkes

Setting address 26 Stone Road, Eccleshall, Stafford, Staffordshire, ST21
6DJ
Telephone number 01785 851710
Email info@springfieldsdaynursery.co.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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. The setting is registered by Ofsted of the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 62 children from three months to eight-years-old on roll. Children attend for a variety of sessions. The setting supports children with special educational needs 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 7:30am until 6:00pm.

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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe environment where they are able to make good progress towards the early learning goals. They have a varied range of activities that challenge and hold their interest. This is an inclusive nursery where each child is recognised as unique and staff ensure that their individual needs are met. There is a very effective working partnership with parents and relationships with other providers of the Early Years Foundation Stage which ensure high standards of inclusion for all children. The majority of the policies and procedures are well planned and implemented. The nursery reflects on their practice to monitor the care and education of children. Staff are committed to improving their skills by regularly attending training.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further self-evaluation and quality improvement processes to include children's and carers views.

The effectiveness of leadership and management of the early years provision

The nursery is led and managed efficiently on a day-to-day basis by an effective management team. The staff have a secure understanding of their responsibilities to safeguard children from harm and have clear policies and procedures to ensure

children's welfare, care and safety are promoted. Good employment procedures are in place ensuring that adults in the setting are vetted for suitability, and levels of supervision are caring and attentive. Risk assessments are undertaken regularly to enhance children's safety throughout the nursery and when using the outside areas. This allows children to play safely both indoors and outdoors, enjoying outings into the locality. The management team regularly monitor and evaluate the quality and standards at the nursery. However, the views of the children and carers have yet to be fully used within the evaluation process. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed.

The management team demonstrates a very strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities and those with additional and specific needs. All records relating to children's individual health and safety are well maintained. Staff are deployed well to support children and this ensures routines run smoothly. They have sought advice and attended various training courses to increase their knowledge and understanding of the Early Years Foundation Stage. Effective steps are taken by the setting to reflect and review the quality of its provision for children's welfare, learning and development. The nursery promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff have a good understanding of children's individual needs they recognise and value children's differences and display information about other cultures. All children are able to access a good selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

Children feel safe as they are familiar with the key workers who care for them and are aware of the rules for safety and regularly practise emergency evacuation. The partnership with parents is good and staff keep the parents fully informed about their child's activities they complete the necessary paperwork to ensure their child's safety. A home-link book is used to give daily information about how the child has spent his time at nursery and parents chat to staff informally at the beginning and end of the day. Staff also keep parents fully informed about the nursery. For example, they receive regular newsletters, open days and daily verbal feedback. Parents are kept informed of their children's progress and development. Parents demonstrate that they are very happy with the care their children receive through both discussion and questionnaires carried out by the nursery. Links have been developed with local schools to help the children move on from the nursery and also excellent links are maintained for children who may attend other settings through the use of a nursery to nursery diary.

Children are able to play in a well-organised environment where space is used very effectively. Children's learning is supported in all areas as they can access suitable and appropriate resources and benefit from the support of caring staff. Staff interventions are well considered as children are allowed to decide about their own play, work with others or share activities with staff according to individual needs and preferences.

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

Children learn through play in a welcoming environment that offers plenty of variety, interest and relevant learning opportunities. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. The staff observe children's starting points and activities. Observations are used to plan for children's progression across all areas of their learning. Babies and the toddlers bond well with staff and positively respond to the high levels of care shown to them. Consequently, children are happy, relaxed and settle well into the daily routines. Children play together sharing resources and ideas. Children's home languages and individual cultures are fully valued and staff promote a positive awareness of diversity through discussion, positive images and the celebration of various activities.

Children enjoy and undertake the range of activities provided, for example, they join in enthusiastically watering their growing vegetables. They enjoy visits out of the nursery that supports their understanding of the home corner being transformed into a garden centre. Visits from local community police officers helps them begin to understand how to keep themselves safe.

Children are helped to recognise their own names and the names of their friends from the self registration procedure and from their artwork being displayed throughout the nursery. Children freely access a variety of mark-making materials and use their numbers regularly throughout the day during routine activities, such as when laying the table for lunch when the star helper of the day hands out the plates. All children undertake messy play activities, such as painting and sticking, which stimulates their creative development. Children are encouraged in their independence and skills for the future, for example, at meal times by helping themselves to food, taking part in cooking activities and helping themselves to drinks when needed.

Effective procedures are followed by staff to ensure the health of children. For example, children are encouraged to wash their hands after toileting and before meals and they clean their teeth after lunch before settling down to rest. Good nappy changing routines are in place to help limit the risk of cross-contamination within the changing area, children's hands are washed after nappy changes which helps limit the risk of cross-contamination on returning to the playroom. They have good opportunities to be physically active and appropriate times to rest. They have fun outdoors using a range of equipment that encourages the development of physical skills as well as other areas of learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met