

Springfields Private Day Nursery

26 Stone Road, Eccleshall, Stafford, Staffordshire, ST21 6DJ

Inspection date	29/09/2014
Previous inspection date	04/06/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The leadership team are well qualified, experienced and have high expectations for the nursery. This results in a staff team that are well supported and motivated to continually seek improvement.
- The quality of the teaching is good because staff fully understand how to promote children's learning. Throughout the nursery, staff display strong teaching skills that fully engage children and provide them with challenge that extends learning and development.
- Children's personal, social and emotional development is fostered well. The children are happy at the nursery and enjoy their interactions with all staff. They are confident to try new things in their play.
- The management team and staff have a secure knowledge and understanding of their responsibilities in safeguarding children. As a result, children are kept safe at all times.

It is not yet outstanding because

- There is room to enhance children's simple mathematic skills during daily routines and through the use of everyday language.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all play rooms and the outdoor environment
- The inspector held meetings and discussions with the manager at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation and improvement plan.
- The inspector conducted a joint observation with the manager.

Inspector

Vicky Orlando

Full report

Information about the setting

Springfields Private Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated just outside the village of Eccleshall in Staffordshire. It operates from five rooms in a single storey building and there is a fully enclosed garden available for outside play. It serves the local and surrounding areas. The nursery opens five days a week all-year-round. Sessions are from 7.30am until 6pm. There are 14 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 manager has a foundation degree and is qualified to level 5. There are currently 54 children 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 setting receives funding for two-, three- and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- use even more mathematical language within everyday conversations and routines to enhance children's development in this area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy when they enter the nursery and they are warmly greeted by staff. They are keen to take part in the activities and show excitement at the resources available. Young children enjoy using paintbrushes to make marks on a mirror and explore a range of sensory and natural materials. They display confidence to explore and investigate in their play. Children smile with delight when they hold their name card and children sing the 'Hello' song to them. Consequently, children feel a strong sense of belonging within the nursery. Skills of independence are successfully and enthusiastically encouraged throughout the nursery. Children in the baby room delight in spreading butter onto pieces of toast and their achievements are celebrated by staff. Toddlers enjoy helping to serve other children at meal times and begin to be aware and communicate their personal care needs. Pre-school children show independence by putting on coats and dressing themselves in and out of school uniform, as well as confidently accessing resources, such as books and toys they want to explore. Children know when to use their manners and enjoy helping to tidy up after play. As a result, children throughout the nursery display the skills and dispositions they need to be ready for the next stage in their learning.

The quality of teaching at the nursery is good. All staff listen carefully to children's

conversations and ideas and they ask children open questions that encourage their thinking and problem solving skills. Pre-school children are motivated to learn by receiving stickers as rewards when they do good work. Language and communication is developed as children learn new vocabulary through some engaging activities. For example, as they cook they are encouraged to describe the feel of bread. They talk about it being 'soft and squidgy'. The children are given opportunities to explore natural materials and talk about how they change through the activity of making bread. They recall knowledge of safety in the kitchen as they consider the dangers of hot ovens and hot food. Children who are new to the pre-school room develop physical skills of stirring and kneading the dough. As a consequence, activities are well planned, meet the needs of children taking part and encourage development in a number of areas. Children enjoy challenge through discussions and engaging in story-telling with staff. They develop their early reading skills and anticipating key events in stories as they are fully involved in the process. This means that children are active and keen learners. They also enjoy learning new ways to communicate, with the recent use of 'Makaton' signing being introduced. Although there are many activities that promote children's mathematical skills, this area of learning is less well promoted. There is room, therefore, to further develop the use of simple mathematical language within everyday conversations and routines, within all rooms, to further enhance children's progress and help them to achieve to the highest levels.

Staff are knowledgeable about how different children and groups of children learn. They track each child's development in an individual learning journey and use these to ensure that all children are making good progress towards the early learning goals. Where they find gaps in development, specific activities are provided to help ensure no child or group of children gets left behind. Boys individual learning styles are carefully considered and they are given the freedom to explore the sensory tray filled with items, such as, sawdust, lentils, conkers and different sized dinosaurs. Staff encourage them to think about the 'crunch' noise the dinosaurs create and to make marks in the tray. Children who have special educational needs and/or disabilities are given good support. Staff are vigilant in quickly identifying any gaps in children's learning and are skilled at seeking advice and involving parents in order to meet children's needs quickly and continually. In addition, staff successfully support children who may speak English as an additional language. They are willing to meet children's and family's needs at all times and take time to learn words and phrases of the child's home language. Staff also seek out support and intervention if required. This is achieved through daily communication and meetings. Consequently, parents and staff work well together to support children's progress and development.

The contribution of the early years provision to the well-being of children

Children display warm and positive relationships with staff and readily approach them for a cuddle when reassurance is needed. Babies develop strong attachments to staff through a gradual settling-in period that is carefully planned with parents. The continual sharing of information allows staff to meet their emotional needs well when babies are new to the nursery. The secure key-person system ensures children are cared for by staff who get to know them extremely well. For example, parents are encouraged to fill in an All About Me form on entry. This gives staff information about the family and children's likes and dislikes that helps staff to plan for children's needs when they begin the nursery. Staff

send All About Me forms home regularly to ensure that they keep up-to-date with any changes at home or with children's interests. As a result, staff continually strive to meet children's changing needs at all times. Relationships are strong at all levels throughout the nursery and children learn to respect and celebrate each others differences by the use of effective displays on the walls and resources that represent different cultures and festivals. The environment throughout the nursery is welcoming and stimulating. Children can see photographs of their achievements and activities. These provide talking points and encourage children to recall their knowledge. Children proudly show parents the reward 'fish' they collect and there are weekly celebrations of children's work and achievements. As a result, children display confidence and motivation, throughout the nursery, to try new things and explore challenges in their play.

Children learn about road safety on regular walks to the village and the local library. Their comments about how to keep safe when they travel in a car, or cross the road are displayed on the wall. This shows children are developing a mature understanding of how to contribute to their own well-being. Staff at the nursery are diligent at implementing daily risk assessments during the day to ensure the environment is free from hazards and fully secure. Pre-school children accompany staff to carry out the afternoon risk assessment. As a result, children gain a good understanding of risk and their own safety in different situations, as well as learning how to keep others safe. Children's good behaviour throughout the nursery means that children feel safe, happy and secure in their environments. Staff manage children's transitions to new rooms successfully as key persons move with them initially. This allows children to explore new environments with the reassurance of their key person present. In addition, staff observe children's reactions in order to make sure the move occurs at the right time, which ensures children's good progress. Children are provided with healthy snacks and nutritious meals which are freshly prepared on the premises. Children display independence and familiarity as they wash hands before eating and talk about 'germs' on their hands. Staff promote conversations about healthy food and ingredients during meal times. Pre-school children demonstrate brushing their teeth and attend to their own personal care needs. This all helps to contribute to the skills children need when they eventually move onto school.

The effectiveness of the leadership and management of the early years provision

The nursery is effectively led by the management team. They share a desire to provide high quality care and have carefully recruited suitable, enthusiastic and motivated staff who hold a similar vision. Consequently, all staff, from the most junior to the most experienced, are dedicated to meeting children's needs and constantly improving standards. The manager has an excellent understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage. Consequently, the nursery is well organised and meets all legal requirements. Safeguarding responsibilities are understood by all staff and are reviewed and discussed regularly. Staff have a range of policies and procedures in place throughout the nursery, and they are displayed on walls and in files for staff to continually refresh their knowledge and refer to when needed. There is a robust system for the safe recruitment of staff at the nursery. All staff recruited are qualified and checked to ensure they are suitable to work with children. All staff

implement a strict vetting of visitors identification to the nursery and they all escort parents out of the building to ensure that no person enters without staff's knowledge. As a result, children's safety is paramount and ensured at all times.

There is a strong focus on training and all staff are encouraged and supported to undertake and request training. The information following training is effectively and quickly disseminated amongst staff, through daily discussions and team meetings. Training has a strong impact on the quality of the care setting. Pre-school children actively use the Makaton sign for 'pig' and other animals as a result of recent staff training on the use of Makaton. As a consequence children's learning and development benefits from staff's continual professional development. The manager monitors staff practice, for example, by asking questions to staff during daily practice. She also plans activities that test knowledge on areas of development and staff planning skills. This allows staff that are training to relate theory to practice and apply their understanding effectively when teaching children. Children's progress is effectively monitored by a clear tracking system and regular observations of children. All staff are able to describe the process that is consistently carried out throughout the nursery. As a result, staff quickly identify any gaps in children's learning and work together with parents to ensure children make good progress in their learning and development.

The manager strives for improvement and this is demonstrated in a clear, detailed self-evaluation and improvement plan. The plan identifies strengths and weaknesses and involves the views of parents, children and staff. Partnerships with parents are strong and partnerships are well established with external agencies. These make a strong contribution to meeting the needs of all children and interventions are quickly secured to support children with special educational needs/and or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY246900
Local authority	Staffordshire
Inspection number	860271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	54
Name of provider	Halina Teresa Paula Eve
Date of previous inspection	04/06/2010
Telephone number	01785 851710

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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