

Nuffield Health

Inspection report for early years provision

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Inspector ISP Inspection

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Email
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*.

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

The Nuffield Health Nursery is one of 15 settings run by the provider and was registered in February 2010. It operates in the designated ground floor nursery room and the fitness studio on the first floor of the Fitness and Well-Being Centre, Bermuda Business Park, Nuneaton, Warwickshire.

A maximum of 24 children may attend the nursery at any one time. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It is open from 7.30am to 7.00pm throughout the year, except for bank holidays and one week at Christmas.

There are currently 21 children aged from six months to four years on roll. Children come from the local community and nearby towns and villages. The nursery supports children who speak English as an additional language.

The setting employs seven staff. All staff hold appropriate Level 3 childcare qualifications and one staff member is working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met as staff have a secure understanding of the Early Years Foundation Stage. They work closely with parents, carers and with other relevant agencies and space is mostly well-organised to promote children's welfare. Practitioners demonstrate a genuine desire to provide a welcoming, friendly and inclusive setting for all, where children are safe happy and secure. Effective methods of tracking and planning future learning are in place. Children progress in their development and are introduced to a range of interesting activities and resources that spark their interest, develop their independence and make learning fun. Well-established practices and procedures keep children safe and effective systems of self-evaluation and reflective practice clearly show a strong sense of commitment to drive improvement.

What steps need to be taken to improve provision further?

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

- review the available space and suitability of the area used by the babies and younger children to give scope for movement and well-spread out activities
- revise the way snacks and mealtimes are managed to provide a more social atmosphere, with particular regard to babies and younger children
- provide an effective system of natural ventilation in the nursery room to promote children's health and well-being.

The effectiveness of leadership and management of the early years provision

The dedicated and experienced staff work effectively together with drive and enthusiasm to ensure the smooth day-to-day running of the setting. Recruitment and induction procedures ensure staff have relevant knowledge and experience and are suitable to be working with children. A strong commitment to keeping children safe is evident and children are well-supervised. Appropriate accident records are kept and there is always a staff member on duty who holds a current first aid qualification. Therefore, they are able to respond positively should a child become unwell or injured. All the required health and safety policies and detailed risk assessments are in place to identify and reduce potential hazards and these guide staff in ensuring that children's welfare is protected. Staff recognise the signs and symptoms of abuse and are aware of their duty regarding the procedures to be followed, should they have concerns about a child in their care. Records required for the safe and efficient running of the setting are well maintained and reviewed on a regular basis to ensure compliance with regulations.

Children generally access a stimulating learning environment with indoor space used to provide a variety of inviting and enjoyable play experiences. However, there is a lack of free-flow space in the area used by the babies and younger children, that could have a negative impact on their development.

Effective methods, such as the key-person system, are in place to ensure that relationships between staff, children and parents are secure. Information is shared to enable staff to care for children in relation to their individual needs, interests and the preferences of parents. Daily discussions, individual records, questionnaires and diaries are used to aid communication. Parents contribute to information that identifies children's starting points and they are kept well-informed about their children's progress. Staff maintain records of children's development which are shared informally and at regular review periods. The setting values the involvement of parents and others involved in children's care such as health professionals and specialist workers. This ensures all are working together to help children reach their full potential and to support the inclusion of every child. Children who have English as an additional language are well supported and are encouraged to access all activities, actively promoting issues of equality. Links with schools are being developed to aid a smooth transition as children move on in their education.

There is a positive culture of reflective practice in order to celebrate strengths and identify areas for improvement and development in the nursery. Team meetings are used to discuss practice, share ideas and staff embrace training opportunities to extend their skills and knowledge for the benefit of the children. This demonstrates a commitment to continuous improvement. The setting actively seeks and acts upon advice and support from relevant professionals. Parents views are welcomed and valued, for example, by the use of questionnaires and regular consultation.

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

Children have fun and generally make good progress in their development through a wide range of activities and experiences provided. Resources are freely accessible, promoting children's choice and independence as they self-select. Children build close bonds with their key workers and are confident in the presence of all staff. This is evident as they involve staff in their creative and imaginative play, for example, when involved in art and craft activities and in role-play pretending to take dolls on a walk from the home corner.

Staff observe and assess children during play and maintain written and photographic records of children's individual progress. From this they begin to identify children's interests, potential gaps in their learning and plan for their next steps across the six areas of learning. Staff take account of children's individual interests and provide a balanced programme of activities. Consequently, children are establishing a sound basis for their future skills. For example, they begin to use number names in simple action songs, show growing practical awareness of shape and size as they build towers of bricks and construction toys. Children are showing interest in stories, books and letters that form their name, they recognise labels on posters and displays around the room and on the cups that hold their toothbrush and toothpaste.

The nursery currently does not have access to an outdoor play area or have an effective system of natural ventilation in the nursery room to fully promote children's health and well-being. However, staff are proactive in encouraging daily exercise, as they go on walks or use the fitness studio and swimming pool.

Stringent cleaning routines are followed and the setting maintains a good standard of hygiene. Staff encourage children to understand the importance of washing their hands after using the toilet and before eating their meals and children routinely brush their teeth after eating. Healthy eating is promoted and nutritious snacks and meals are provided containing fresh vegetables and fruit. However, there is a lack of a relaxed, social atmosphere, with particular regard to the way staff manage snacks and mealtimes for babies and young children.

Staff implement a range of positive methods to help children understand appropriate behaviour, such as using clear explanations, encouragement and praise. As a result children know what is expected of them, behave well, take turns when playing with their toys and they are beginning to understand how their behaviour affects others. Good use is made of information from parents, captured in the 'all about me' information. Staff are then able to discuss with children details of recent events, other family members and experiences in their lives to help children feel recognised and valued as individuals. They engage in a variety of celebrations of special events and festivals. A range of books, posters, wall displays and small world figures that reflect positive images in the wider society are used to help children to extend their knowledge and value diversity. Photographs of the children and their trips to the local area are displayed to help children to make sense of the world and their place within it.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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