

Splash Day Nursery

Inspection report for early years provision

Unique reference number EY348582
Inspection date 23/01/2009
Inspector Jill Nugent

Setting address Units 70-74 Island Centre Way, Enfield, Middlesex, EN3
6GS
Telephone number 01992 763 500
Email info@splash-nursery.co.uk
Type of setting Childcare - Non-Domestic

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.

Description of the setting

Splash Day Nursery opened in 2007 and operates from a two-storey building in Enfield. Access to the building is at ground level directly from the car park. The upstairs rooms are accessed by means of two flights of indoor stairs. The nursery is open every weekday from 07:30 until 18:30 for 51 weeks a year. The nursery does not have an outdoor play area so children have daily opportunities for outings in the local area, including visits to parks.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and a maximum of 48 children may attend the setting at any one time. A total of nine members of staff work with the children. The manager holds an appropriate childcare qualification. Currently there are 48 children on roll within the early years group. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

Overall effectiveness of the early years provision

The nursery provides a caring and inclusive setting for children in the early years group. Staff promote children's health and safety whilst at nursery although regular checks of the premises are not sufficiently rigorous. Children enjoy a variety of play activities but the delivery of the educational programme is inconsistent across the nursery and therefore not wholly effective. Staff do not make optimum use of their liaison with parents towards supporting children's development. Through self-evaluation the manager is becoming aware of the strengths of the nursery and some of the areas requiring improvement.

What steps need to be taken to improve provision further?

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

- develop the planning and observation system so that it works consistently and effectively throughout the nursery to focus children's learning and meet their individual learning needs
- ensure there is a stimulating and challenging learning environment for all children, offering independent access to resources, and a range of indoor and outdoor play activities
- ensure the system of risk assessing is used effectively to identify and minimise risks to children on the premises
- develop the partnership with parents in order to help children develop a sense of belonging and encourage parental involvement in their learning
- develop the use of monitoring and self-evaluation to enable all staff to reflect on their practice and identify areas for improvement.

The leadership and management of the early years provision

The nursery has all the required documentation in place and records relating to children's welfare are well maintained. There are sound procedures in place for the induction and appraisal of staff and the manager encourages individual professional development. Since registration staff have attended training in various aspects of childcare including health and safety, safeguarding and food hygiene. They work in teams in the various playrooms and are all aware of the need to be inclusive in their practice. They attend to children's practical needs, make sure activities are available to all and encourage children to eat in small, social groups.

The owners and manager are beginning to evaluate the overall practice within the nursery and have plans to develop some areas, such as multicultural learning opportunities and access to computers. However, they have not as yet involved staff in self-evaluation or adopted a reflective approach so that they can highlight areas for further improvement across the whole provision. The manager is aware of some inconsistencies in practice and is in the process of introducing procedures for closer monitoring of the provision. She carries out useful and regular risk assessments of the premises, and organised outings, although these are limited in scope.

There are effective procedures in place to ensure that children are safeguarded. Staff know what to do if they have any concerns about children. They have close relationships with parents and exchange information daily concerning children's care. New parents are shown around the nursery and told about the educational programme. However, they receive little written information about the provision, the planned activities or the day-to-day development of their children so that they can work closely in partnership with staff, helping children to settle in and becoming involved in their continual learning. Parents' evenings do offer opportunities for parents to find out about children's long-term developmental needs and work with staff to set future targets.

The quality and standards of the early years provision

Children enjoy the opportunity to choose from the resources and activities on offer and become happily involved in their exploration. Older children in particular enjoy a variety of learning experiences. Staff engage with these children and interact effectively to promote and extend their learning, enhancing children's enjoyment through their own enthusiasm. Consequently, older children develop good concentration skills and a positive attitude towards learning. They have fun as staff sing with them, play games and join in their imaginative play. Younger children, however, are restricted in their choice as the play areas are not arranged so as to be inviting, with toys easily accessible. Staff talk with children and supervise closely but do not focus and challenge children when taking part in play activities. All children benefit from circle times as their learning is reinforced through stories, rhymes and songs. They develop communication skills and an increasing awareness of the sounds and shapes of letters through the use of a phonics scheme.

The nursery has comprehensive planning, observation and assessment systems in place. These ensure that there is a balanced approach across the areas of learning and are used well to help focus the older children's learning. For example, staff follow up children's interest in animals, planning activities that support their further development through books and creative work. Younger children's learning is not focused as effectively because the plans do not show clearly what children are expected to learn. All staff make regular observations of children's development and assess their progress overall, although records for younger children are not maintained as well as those for older children. This impacts on staff's knowledge of children's individual learning needs and their ability to meet those needs. The links between the planning and observation systems are not shown clearly at any stage so as to ensure individual needs are being met effectively.

Children have opportunities to explore a variety of materials, to create pictures and models, and to learn about numbers and shapes. They develop physical skills as they move to music or play games with a large parachute. The premises are generally safe and hygienic although staff do not always check the building and equipment closely so as to identify any new safety hazards. Children are made aware of personal safety, for instance, when using the stairs. They are always well strapped in on outings and enjoy walks in the local area or visits to the park, where they can use outdoor toys and equipment. However, staff do not plan for outdoor play and cannot therefore ensure that children have a range of outdoor play activities throughout the week. There is a balanced and healthy menu on offer and staff are aware of any special dietary needs. They have appropriate medical procedures in place and promote children's well-being. At times, however, they lack strategies to support children who are upset and consequently new children do not always settle in easily. They encourage children to show respect for each other and to behave responsibly.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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