

Nuffield Health

Nuffield Health Fitness & Wellbeing Centre, St. Davids Way, Bermuda Park, NUNEATON, Warwickshire, CV10 7SG

Inspection date	03/05/2013
Previous inspection date	23/09/2010

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

- Children regularly talk about ways to keep healthy and safe. They are aware of good hygiene practices and manage their own hygiene needs successfully.
- Children are encouraged to work out their own way of doing things and solving problems without staff taking over or directing their play.
- Children use their imagination as they move resources around so that they can extend and develop their play, for example, sand is transferred to a saucepan in the role-play area for 'cooking'.
- Staff form genuinely warm, positive relationships with children helping them to feel safe, secure and a sense of belonging.
- A wide range of initiatives, such as activity days, ensure that parents are involved in their children's learning and development.

It is not yet outstanding because

- There is scope to further reassure parents, that maintaining, developing and using children's home language will support their developing skills in English.
- Staff do not always make use of all opportunities to support children with special educational needs and/or disabilities, or who speak English as an additional language, such as using picture sequences, to show what is expected of them.

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 had discussions with the manager and staff.
- The inspector observed activities in the main playroom and dance studio.
- The inspector observed children having lunch.
- The inspector looked at children's records, learning journals, policies and procedures and the action plan.

Inspector

Sally Smith

Full Report

Information about the setting

The Nuffield Health Nursery is one of 15 settings run by the provider. It was registered in February 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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.

The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am to 6pm. Children attend for a variety of sessions. There are currently 29 children on roll, all of whom are within the Early Years Foundation Stage. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs nine staff, all of whom hold appropriate early years qualifications at level 2 and 3. The manager has a degree in Early Childhood Studies and holds Early Years Teacher status. One member of staff is working towards her honours classification.

What the setting needs to do to improve further

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

- engage with parents further to explain that strong foundations in children's home languages, and being able to use this in their play, will help to support their development of English

- consider using a sequence of photographs to show the routines in the setting so that children with special educational needs and/or disabilities and who speak English as an additional language are fully supported and know what is expected of them.

Inspection judgements

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

Staff are confident in their knowledge of the prime and specific areas of learning and use this effectively to plan a challenging and varied range of activities. Children's starting points are discussed with parents and progress is observed, monitored and assessed so that their learning is appropriately supported. Plans are formulated to help move their learning forward using the 'Development Matters in the Early Years Foundation Stage' prompts as a guide. An effective key person system means that children get the

appropriate challenge and support they need. This means that children's individual learning styles are met.

The quality of teaching is good. Staff skilfully ask children questions to extend their thinking without interrupting children's train of thought. This enables children to focus on things that interest them over a period of time and become actively involved in their learning. Everyday routines and play are used to promote children's language, for example at mealtimes, children discuss the fruit they are eating and link this to shopping trips with their families and the planting and growing activities in nursery.

A designated art and craft area enables children to use all available resources and materials as they choose. They explore with paint, mixing different colours together and use different textures for their collages. They carefully handle scissors, cutting and snipping as they learn to use one-handed tools competently. Their artwork is displayed with captions underneath helping to give meanings to the marks they make.

Despite not having an outdoor play area, staff are very proactive in ensuring that children go out and about at least once, if not twice a day. This ensures that they get plenty of fresh air. Babies are taken in pushchairs, while older children walk as they all go on their travels together. This helps to promote a sense of community cohesion and sense of belonging as all staff and children go out together. Some children are particularly interested in cars. Staff capitalise on this, asking children to choose a colour of car they like and then looking to see how many they can spot on their walk. Children excitedly tell the inspector which colours they are looking for before going out. They take clipboards and pencils to record how many they see and then count the total. This helps to develop their observational, counting and early writing skills. One child returns and is very keen to inform the inspector that he has seen sixteen blue cars. He is proud of his achievement and is praised by staff, as are all the children, helping to promote their self-esteem.

Children enjoy going on bugs hunts and recall what they have found on previous trips. Several children fondly remember that they found 'two ants and one dragon fly' on their last outing and point to the photographs displayed on the wall. A member of staff asks, 'what was that insect that curled up into a little ball'? A child responds, 'it was an earwig but we called it a wood louse'. This helps children to learn about living things and develop a sense of the world around them. Children take cameras, magnifiers and petra dishes so that they can record their observations as well as scrutinise the insects at close hand. They know that the magnifiers make things bigger and begin to learn how different equipment works.

Staff bring the outdoors, in, and children plant seed and bulbs in tubs. They help to water these and watch them as they grow. They have 'fresh air' walks around the air conditioned leisure centre and thoroughly enjoy using the large dance studio, where they can run freely. Children run around safely, in wild abandonment and engage in more structured activities, such as balancing, hopping, jumping and climbing. They crawl through tunnels or use these imaginatively as they lie inside and roll across the floor. Children practise ball control as they kick, throw and aim these into different containers. Staff use innovative ideas to develop children's aim and direction. Numbers from one to three are displayed on a board and children throw cloths covered in paint so that they can see where they land.

Visits to the local maze develop their sense of direction as they move forwards and backwards. They listen carefully to instruction from staff as they are told to move, 'this way', or, 'go round there'. This helps to promote their mathematical development and spatial awareness.

Children are confident and independent, selecting resources and initiating their own play. Staff encourage children to be involved in their own learning and pursue their own interests and lines of enquiry. Children move around busily and industriously and approach all that they do with great enthusiasm. They spend prolonged periods of time engrossed in an activity and move things around to build on their ideas. For example, a child transfers sand to a saucepan in the kitchen as he plays imaginatively. He makes connections with real-life experiences as he grabs a tea towel to hold the handle of the pan before placing it in the oven. This shows his awareness of safety. Children are happy and enjoy their time at nursery. They are ably supported by staff who ensure that they are engaged in activities that inspire them to learn.

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

Strong, professional relationships are established with parents so that key information regarding children's care, learning and development is shared consistently. Staff use information regarding children's likes, dislikes and preferences to plan activities and routines accordingly so that their individual needs are generally met effectively. This ensures transitions between the home and nursery are seamless and as a result, children are happy, settled and secure. They establish close, warm and affectionate relationships with staff and engage with them well. They greet staff warmly with cuddles and know that they can go to them for reassurance when needed. For example, a younger child is unsure of the inspector's presence and begins to cry. She holds out her arms to be picked up and her key person quickly responds, offering soothing words and comfort. Children happily chatter away enthusiastically to staff, who listen with genuine interest to what they have to say, helping children to feel valued.

Parents receive detailed information at the end of each session about what their child has been doing throughout the day. Regular parent's days are arranged, whereby they join in activities with their children. Observations, getting 'stuck in' and discussions with staff, highlight how play and learning are interlinked, and the value each activity has in supporting children's development. Staff also provide ideas and suggestions as to how parents can support their child's learning at home. This helps to provide a consistent approach in helping children to make the best progress and reach their full potential.

Good use is made of all the available space within the room. Babies and younger children have a sectioned off area which is bright and airy, and enables them to move around safely and freely. There is lots of natural light from the windows, while air conditioning keeps the room cool if needed. The remainder of the room has been thoughtfully laid out to accommodate the needs of older children particularly well. Sectioned off areas provide seclusion, whereby children can engage in quieter pursuits, such as reading and imaginative play in the 'Three Bear's Cottage'. Larger spaces provide opportunities for free movement. Children can spread out on the floor with their toys, for example, to build with

blocks, or sometimes just to lie and doodle with pencils and paper, helping to foster their early writing skills. Photographs of children, along with their work and art creations, helps to develop a sense of belonging. Children are able, and actively encouraged to move resources around, therefore fuelling their imagination, investigative skills and extend their ideas.

Children are aware of healthy routines. One child says, 'I have two rivers running from my nose', and helps himself to a tissue. Children take on responsibilities, helping with tasks so that they develop their independence. Older children pour their own drinks and serve their own food, whilst younger children's drinks are within their reach. This means that they can help themselves to these as and when they choose. Children eat a range of healthy snacks, which regularly includes a choice of fresh fruit. A child says, 'I like the green things', and a member of staff reminds him that they are kiwi fruit. Children are encouraged to reinforce their recognition of different fruit as they point and name their preferred choice, before taking it from the selection on the plate. They learn how to behave appropriately, for example, they sit at the table to eat their meals, using and handling cutlery appropriately. Younger children use their fingers and gradually learn to guide the spoon to their mouths. Older children use their cutlery skilfully helping to develop their physical skills. All children sit together, with babies in low chairs, so that they are at the same level as other children. This enhances opportunities for socialisation as they can maintain eye contact with those around them. Children sing the 'please and thank you' song before eating. One child says, 'I have said please for my water, so can I have some'. He is gently reminded that sometimes, despite saying please, this does not necessarily mean things happen instantaneously. This helps children to understand patience and at certain times, they have to wait for their turn.

Regular discussions help children to understand how to stay safe. Prior to going out, they talk about why it is necessary to wear high-visibility vests and the importance of road safety. When children sustain a bump, they help to complete their own accident form and discuss why this is important. A child says, 'I am sitting quietly because I have bumped my head'. During conversation, he discusses why he needs to wash his finger to remove the blood and make it clean. He reminds the member of staff that he needs a sticker, which she duly produces, apologising for forgetting. He makes his selection and proudly sticks it on his top, recognising this is because he is 'brave'.

Children learn to be respectful of each other and accept differences of views and opinions. A number of celebrations and festivals are enjoyed by the children to promote their awareness of different cultures and customs. Resources, such as books, small world people and dressing-up clothes, along with discussions, promote diversity. Parents of children who speak English as an additional language, are keen for children to speak and see English while in the nursery. Staff are also keen to promote and enable children to use their first language while they play. They obtain words and numbers in the different languages spoken, to display and use in activities. However, staff do not consistently reassure parents, that maintaining and developing children's home language benefits their children and supports their developing skills in English. Staff are aware of the value in using a sequence of pictures, to share routines and show children what is happening next, although these are only partially completed. This demonstrates staff's commitment to promote diversity although, arrangements are not yet fully in place.

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

Staff are fully aware of the safeguarding procedures and through discussion, it is evident that they know how to implement these effectively. They recognise signs and symptoms of abuse and who to report any concerns. They are totally committed to protecting children from harm. For example, staff are confident to challenge practice or behaviours they feel are inappropriate, whether this is by their colleagues or parents. Safeguarding is an automatic agenda item at every staff meeting, where various scenarios are discussed. In addition, through supervision sessions and appraisals, safeguarding is given a high profile and underpins all areas of practice. All staff have completed mandatory safeguarding training, and additional on-line training is provided through the company, which all staff have to complete and successfully pass. Safeguarding information is displayed around the nursery and staff are fully aware of procedures should an allegation of abuse be made against themselves. Therefore, they are vigilant and ensure that they do not place themselves in vulnerable or compromising positions. The nappy changing area is in view of other staff, but secluded enough to provide children with privacy. Mobile phones are switched off and only the nursery camera is used for photographs. Any unused photographs are deleted at the end of each day. All visitors are made aware of the nursery's mobile phone and camera policy. Thorough risk assessments are undertaken both inside and when children go on outings. This ensures children's safety is promoted at all times and correct ratios are maintained.

The manager updates her knowledge of safer recruitment procedures through regular training. This has a positive impact, in that interviews and vetting procedures are robust. Applicants for new positions at the nursery are assessed regarding their skills, qualifications and suitability for the specific role. References are sought and Disclosure Barring Service checks are undertaken before the successful applicant goes through an induction process. This ensures that all staff working with the children, are suitable to do so and competent to fulfil their roles. Effective steps are taken to ensure that their ongoing suitability is assessed at each appraisal. The manager has a good understanding of notifying Ofsted of changes to staff if required.

Documentation for the safe and effective management of the setting is very well-organised, regularly reviewed and updated to take account of revised legislation and best practice. Parents are informed of the policies and procedures at the start of their child's placement and also receive three different policies each month. This helps to remind them of what the policies contain without being overwhelmed with them all at once. Staff also receive the same policies so that they can continually recall the content and be able to implement these effectively at all times. This ensures children's safety and well-being is effectively promoted.

Secure partnerships are established with other professionals and agencies to fully support children and help them reach their full potential. Staff have very good arrangements in place to share information with other settings, schools and professionals. Telephone calls, visits and transitional documents ensure that transfers run smoothly and children can be

fully supported in their new environment. Staff also have discussions with children so that they are ready for change.

Staff are encouraged to develop professionally to enhance their knowledge and skills and an audit of their training is maintained. Regular appraisals and supervision sessions enable the manager and member of staff to discuss areas for further improvement and how these will be achieved. The manager monitors staff practice regularly and also looks at children's learning journals to ensure that staff are observing and tracking children's progress accurately. Effective collaboration between parents ensures that information is shared regarding children's learning. Various activity days, questionnaires and newsletters keep them informed while also gauging their views. This enables them to contribute ideas in order to improve the quality of the provision.

The manager has introduced several team building exercises at the request of staff so that they utilise and share skills. Staff are committed to ongoing improvement and are very keen to work together cohesively to achieve this. The nursery works very closely with the local authority and a clear action plan, out-lining responsibilities and time-scales ensures that identified targets are met. The company also carry out 'mock' inspections and follow this up with suggested areas for improvement which the manager and staff act upon promptly. Staff feel supported by the manager who listens to their views and is receptive to their ideas, which in turn makes them feel valued. They are friendly and enthusiastic in their approach to all aspects of their work. This in turn, creates a welcoming environment where children are happy and engaged in all that they do.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY406554
Local authority	Warwickshire
Inspection number	910618
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	29
Name of provider	Nuffield Health
Date of previous inspection	23/09/2010
Telephone number	02476370007

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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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