

Splash Day Nursery

Units 70-74 Island Centre Way, Enfield, Middlesex, EN3 6GS

Inspection date	02/09/2014
Previous inspection date	23/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff offer a stimulating play environment, which encourages children to make choices and enjoy different types of play activities. Children learn effectively through being active and creative.
- Staff use an effective system of observational assessment to plan relevant and interesting learning experiences. They actively encourage parents to contribute to their children's progress records.
- Staff have worked hard on creating healthy and nutritious menus. Children enjoy a diverse selection of food at lunch times.
- Staff are encouraged to reflect on their practice and to try out new ideas to help children learn effectively. Therefore, they demonstrate a good capacity to promote continuous improvement.

It is not yet outstanding because

- Staff do not always make the most of opportunities to fully develop children's communication skills and their use of spoken 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 the children taking part in a variety of activities.
- The inspector talked with staff and observed their teaching skills.
- The inspector interviewed the manager and carried out a joint observation of an activity with the manager.
- The inspector took into account the views of parents.
- The inspector sampled the nursery's documentation, in particular, the documents relating to children's progress and safeguarding.

Inspector

Jill Nugent

Full report

Information about the setting

Splash Day Nursery registered in 2007 and operates from a two-storey building in Enfield. Children have the use of four playrooms, two at ground level and two on the first floor. The upstairs rooms are accessible by the use of an indoor staircase. The nursery is open every weekday, from 7.30am until 6.30pm, for 51 weeks a year. The nursery does not have an outdoor play area. 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. The provider receives funding for the provision of free early education to children aged two, three and four years. The provider offers a maximum of 46 places for children at any one time. Currently there are 46 children on roll in the early years age group. A team of nine members of staff work with the children. All staff are appropriately qualified. Staff care for children with special educational needs and/or disabilities and for those who are learning English as an additional language.

What the setting needs to do to improve further

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

- strengthen opportunities to engage children in purposeful conversations to further develop their communication skills.

Inspection judgements

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

The nursery provision is effective in meeting the individual learning needs of children. Staff encourage children to choose from a range of resources, set out in different learning areas. They ensure that the activities and resources cover all learning areas effectively. Children play contentedly in a relaxed environment. They are well supported by staff who join them as they play and explore. This helps children to build confidence and encourages them to investigate further. Staff are sensitive and flexible in their approach. They affirm children in their choices and reassure them when they are unsure. Staff introduce various adult-led activities during the day, which provide extra areas of interest for children to enjoy. For example, children delight in exploring water or paint, using these resources to express their own ideas. Staff ensure that children have plenty of time to take part in a variety of learning experiences throughout the day. Children are able to follow up their own interests and learn through their play.

Staff make very good use of a comprehensive system of observational assessment to record children's progress. They carry out different types of observations and record these in a variety of ways, alongside pictures, photographs and written reports. They collate

these into individual profiles which parents appreciate, because they are easy-to-follow records of their children's learning. Staff encourage parents to add their own contributions. They make sure that they build on every observation with a relevant, planned activity linked to the next steps in children's learning. Consequently, staff move children on in their learning and help them to acquire new skills. As a result, children make good progress and are ready for their future learning at school.

Staff offer a variety of opportunities for children to enjoy books and games. These help them to develop useful skills in language, literacy and mathematics. Staff reinforce and extend children's learning through the use of Montessori equipment and at circle times. Children enjoy taking part in songs and action rhymes. They improve their listening skills and become aware of rhythm and rhyme. Staff read stories that capture children's interest, and encourage children to ask questions and make comments. In this way, children learn more about the use of the written word to convey meaning. Staff are adept at taking opportunities to teach children how to count and apply mathematical concepts, such as matching, sorting and ordering. Overall, staff effectively talk with children during play and engage them in purposeful conversations. However, occasionally, staff do not take the opportunity to further extend such communication. For example, during the inspection, staff caring for younger children did not extend children's language abilities as they played with trains. Staff teaching older children, asked them simple questions about colours without encouraging them to describe the pictures they had painted. Therefore, staff do not use every opportunity to fully promote children's communication and language abilities.

Children have good opportunities to take part in creative activities, using various tools and materials. They help to make large displays based on different topics, such as houses and sea life. They learn about the natural world when staff introduce living things, such as butterflies and worms, into the nursery. Staff take children on walks in the local area and also on visits to interesting places, such as the library, park and a duck pond. Therefore, children are able to experience different activities and learning opportunities outdoors. Staff also provide indoor physical activities to help children practise their physical skills, such as balancing and stretching, or taking part in music and movement. Children learn about different cultures and languages, through the diverse backgrounds of those who attend and visit the nursery. Staff increase children's awareness of diversity, for example, by providing opportunities to use resources that reflect different cultures and by planning special celebrations.

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

Staff promote children's well-being effectively through their thoughtful and caring attitudes. They make sure that children feel welcome and supported. In particular, they care for young babies well during the settling-in procedure. Staff offer individual attention, encouraging the babies to explore while having the security of an adult nearby. They liaise closely with parents so that they can meet any special care needs appropriately. Additionally, staff are sensitive to children's welfare needs when they move to a new room. They spend time settling children into their new environment, so that children feel

secure. Consequently children show a sense of belonging and increasing confidence. Older children approach adults with much confidence and often initiate conversations. This means they are developing good levels of self-assurance.

Children feel safe in the nursery because there are appropriate safety measures in place, used efficiently by all staff. For example, staff always ensure safety gates are properly closed. They help children up and down the staircase. On outings, children wear coloured jackets and staff use wrist straps with children so that they learn about appropriate safety measures. Staff teach children about road safety so that children are aware of potential dangers when out walking. Older children have recently helped to make a display about road safety to reinforce their understanding of how to keep themselves safe.

Staff are efficient in their upkeep of records relating to children's health, for example, room temperatures, nappy changing and sleep records. They are attentive to matters of hygiene and encourage children to adopt good hygiene practices. They provide a variety of healthy and nutritious snacks for children. Snack and lunch times are well organised, with children sitting in small groups alongside a member of staff. In this way, staff encourage children to try different foods and to become more aware of healthy eating. The manager liaises closely with the catering company that provides the lunches. As a consequence, the menus are varied and well balanced, and children enjoy good quality food.

Staff are firm but flexible in their approach to behaviour management. Therefore, children are aware of the boundaries and what staff expect of them. Staff remind children to take care with resources and to respect each other's needs. At circle times, children are reminded of the need to listen and take turns. As a result, children are well-behaved and attentive. Children learn to make decisions for themselves, for example, as they make choices within the play environment or at mealtimes. Children are encouraged to look after others, especially those younger than themselves. This results in a real sense of community where relationships are valued and strong.

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

The provider's documentation is well organised and maintained. There are efficient procedures in place to promote the safeguarding of all children. The directors ensure that all staff undergo the necessary checks, regarding their suitability, to work with children. Since the previous inspection the manager has reviewed the systems for assessing risks on the premises and on outings. The risk assessments are now very thorough and recorded in detail. Staff are involved in carrying out daily safety checks so that they are fully aware of any safety issues. Staff supervise children well and follow strict safety guidelines when taking children on outings. All staff are trained in safeguarding children and child protection procedures. They know what to do if they have any concerns about safeguarding issues. The manager makes good use of closed-circuit television (CCTV) to check on visitors to the nursery. She is also vigilant regarding checks on persons who may collect children from nursery. She ensures that all staff are trained in first aid and have

good access to first-aid equipment at all times.

The manager has effective systems in place to support staff in their professional development. She organises regular supervisions and appraisals for staff, as well as observing their practice in the playrooms. She encourages staff to attend training events and the whole staff team is very well supported by an early years advisor. Consequently, staff are confident in making changes, which help them better support children in their learning and development. They are keen to discuss ideas and experiment with different arrangements in the nursery. This has resulted in an improvement in the learning environment, helping children to become more independent in making choices. The manager is particularly good at identifying when children need extra help. For example, when children exhibit behavioural problems, she quickly seeks help and advice from relevant professionals. The directors are actively involved in their nursery and work in close liaison with the manager. This helps to promote a well-bonded and efficient team of staff.

The manager has developed an effective working partnership with parents. New parents receive information about the nursery before their children start. Staff make good use of notice boards around the nursery to offer detailed information about the provision. For example, parents can view the daily menus, information about safeguarding and details of the educational programme. Their views are sought regularly, through questionnaires, and staff are available to talk with them on a daily basis. Staff are particularly proactive in encouraging parents to become involved in their children's learning, using the system of observational assessment. They seek parents' comments every time an observation of their children takes place. In this way, staff can take these comments into account when planning follow-up activities. This close liaison contributes to children making good progress in their learning and development. The manager and staff also work closely with other early years professionals when necessary, for example, in order to help children who have been identified as having special educational needs. They ensure that they effectively document any help offered, alongside associated records and reports, so that they can help children to make progress according to their individual developmental needs.

The manager promotes a reflective culture amongst staff. She encourages them to evaluate their practice and look for ways to continually improve it. She responds to the views of parents and children, making changes if these are beneficial. For example, staff have extended their written daily feedback to parents to include more detail of their children's day. In addition, staff took into account what children thought about the layout of the play rooms when re-organising the learning environment. The manager helps children to talk about the nursery provision in different ways. For example, they tell a toy bear what it is like to come to nursery and take photographs of their favourite activities. This helps her to get an all-round view of the provision and to set relevant targets for the future. For instance, she is keen to develop ideas for promoting awareness of equality and diversity. This is following a recent project where staff, parents and children worked together on a photographic display. This collaborative approach is particularly valuable in driving continuous improvement.

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	EY348582
Local authority	Enfield
Inspection number	987796
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	46
Name of provider	Splash Day Nursery Limited
Date of previous inspection	23/01/2009
Telephone number	01992 763 500

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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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