

# Springhill Day Nursery

Inspection report for early years provision

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**Unique reference number** 322084  
**Inspection date** 14/06/2010  
**Inspector** Lindsay Helen Dobson

**Setting address** Springhill, Brindley Way, Wakefield 41 Industrial Estate,  
Wakefield, West Yorkshire, WF2 0XQ  
**Telephone number** 01924 889809  
**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

Springhill Day Nursery opened in July 1999 and is part of the For Under Fives chain of privately owned nurseries. It operates from two main ground floor rooms in a modern, brick built, two-storey building situated on the outskirts of Wakefield. The nursery serves some staff working for the Yorkshire Ambulance Service (YAS) and other places are open to children from both the local and much wider areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 55 children. There are currently 65 children on roll, all of whom are in the early years age group.

The nursery opens five days a week all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are 16 staff employed in the nursery, including a kitchen assistant. Of these, 15 staff have recognised early years qualifications. All other members of staff are working towards a recognised qualification.

The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as they are cared for by dedicated, caring staff who have a good understanding of their individual requirements. On the whole, effective arrangements have been established to promote their safety and health. There are strong links with parents who are kept well informed of their children's progress and achievements. Partnerships with other providers are beginning to be developed where possible to further promote good outcomes for children. The nursery is well-managed, well supported by other managers from within the For Under Fives company and staff are given clear direction from those in charge to ensure effective steps are taken to improve the nursery. However, the self-evaluation system, although an ongoing process, is yet to include the views of parents and carers.

## What steps need to be taken to improve provision further?

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

- plan and provide further opportunities for younger children to take part in outdoor play
- develop systems of self-evaluation to include the views of parents and carers
- maintain a record of fire evacuation drills including any problems encountered and how they were resolved.

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

Detailed policies and procedures which are fully understood and effectively implemented by the well-qualified and experienced staff team ensure the smooth running of the nursery. There are effective systems in place to ensure the recruitment and induction of suitable adults. All staff have a good knowledge of child protection issues and the procedures to follow. They regularly update their training and this ensures they are able to recognise the signs of abuse and fully protect and safeguard children's welfare. Children are cared for in a secure environment where staff give priority to ensuring their safety at all times. Risk assessments are completed which are regularly reviewed and vigilant staff complete daily checks to ensure children's well-being. Staff support children to become aware of their own safety, for instance, the younger children are reminded to sit on the chairs properly and not to run inside. More able children can discuss the dangers of such activities, for example, 'you will fall and hurt yourself'. However, staff do not record the fire evacuation drills they undertake with children to enable them to monitor the children involved or any problems encountered.

The children have a good sense of belonging in the nursery, for instance, they see their artwork and photographs displayed in the rooms. They are able to self-select resources and the more able children can choose to play inside or in the nursery garden. The environment is warm and friendly and children are secure and settled due to the close and caring relationships that have been established with the staff. The nursery promotes inclusive practice and ensures that each child is respected as an individual. Children from all backgrounds and starting points make progress and build on what they can already do. Freely available resources and planned activities promote children's emerging awareness of diversity. All members of the team work closely together to identify further improvements for the nursery and are using the Ofsted on-line self-evaluation form as the basis for this. They have met the recommendations raised at the last inspection. For example, staff have developed the system to record children's observations and assessments which is now working well and they have enabled the more able children to have continuous opportunities during the day to play indoors or in the outdoor area. However, staff have not actively sought the views of parents and carers to include their ideas and suggestions into the self-evaluation process.

Positive relationships have been established with parents. Parents and children are greeted daily as they enter the nursery and there is a good exchange of information to ensure continuity in children's care and well-being. Parents receive a broad range of information regarding the nursery, through the prospectus and information boards. Staff are developing their relationships with other early years providers to ensure information is shared to support children's ongoing development. However, this is not always possible due to the location of the nursery; children attend from a very wide area which can cover several towns and cities. Staff are developing systems to overcome this issue and are creating these links using written journals of shared care, which the parents take to each setting.

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

Children make good progress as they spend time in the nursery accessing a good range of learning opportunities. The nursery gathers a good range of information about children to ascertain their starting points and uses well developed systems of observations to ensure that children's progress is fully understood. Staff use this information to plan what children's next steps in learning should be. They also pay close attention to children's individual interests when planning activities and recording information in their learning journey. The nursery uses a range of written records and photographic evidence to demonstrate children's achievements. Staff support children of all ages well as they promote child-led activity and children's decisions. As a result, children are able to play with a full range of interesting and exciting resources which cover all areas of learning with or without adult support.

Children respond very well to adults as they involve them in their play, listen to advice and follow guidance that may be given. Younger children access a good range of imaginative resources and enjoy putting the small world furniture in the dolls house with the help of the staff; putting the chairs around the tables and putting the babies in the prams. They enjoy musical toys and learn about cause and effect as they push and turn the buttons on the activity centres to make noises and sounds. Younger children's creativity is very positively promoted as they choose to play in the sand and water trays, use large dabber paints to make their own pictures and squeeze and mould the play dough. Staff put out shaving foam for the babies and they enjoy making early marks in the foam and the sense of it oozing between their fingers. The more able children develop their communication, language and literacy skills by accessing a good range of mark making materials, independently looking at books in the well resourced comfortable area and recognising familiar words from the clear labelling around the room. This also includes children's names on their artwork and their individual drawers. Children's knowledge of communication and information technology is positively promoted as they confidently use the computer and happily show their mouse skills as they access different games. They are developing an understanding of the natural world as they plant and dig in the outdoor area with a good range of tools which are smaller versions of adult-sized spades, wheelbarrows and brushes. All children's physical development is positively promoted as babies are offered lots of space to crawl around and furniture and equipment to pull themselves up to standing. They use a range of resources which promotes their grasp and small muscles, such as play dough tools and sand toys. More able children enjoy free play in the outdoor area where they can ride wheeled toys, climb the steps to the slide and through the climbing frame and balance on the tree stumps. However, babies have limited opportunities to access outdoor play and fresh air. The staff have a good understanding of the Early Years Foundation Stage and of how young children learn through first-hand experience and play; this is clear from the range of stimulating and fun provision available to them.

The children enjoy a healthy, balanced diet of main meals and snacks which are provided by the YAS main kitchen and the on site nursery kitchen assistant. These include fresh fruit and vegetables, pasta, meat and fish. More able children are

developing their independence as they help to serve themselves at mealtimes and see to their own personal care needs. All children can access drinks of water throughout the day to ensure they remain hydrated. Babies individual routines of meal and sleep times are followed in line with parents' wishes. Children's behaviour is good and they demonstrate a positive attitude to each other as they share ideas, resources and include each other in their play. They show an ability to manage their own behaviour as staff act as consistent and effective role models. More able children demonstrate a developing ability to concentrate and apply themselves to activities that will extend their skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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