



High Flyers Early Support Nursery

Inspection report for early years provision

Unique Reference Number	EY313452
Inspection date	17 March 2006
Inspector	Pauline Pinnegar
Setting Address	High Flyers Children's Centre, Tedder Avenue, Thornaby, Stockton-on-Tees, Cleveland, TS17 9JP
Telephone number	01642 527 815
E-mail	
Registered person	Stockton-On-Tees Borough Council (LEA)
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The High Flyers Early Support Nursery is part of a child development centre for pre school children aged from 2-years to under 5-years old and provides specialist early years provision for children with complex and or multiple special educational needs. The nursery is part of SureStart Stockton -on-Tees. Staff at the nursery work closely with therapists and other health staff employed by North Tees and Hartlepool NHS Trust and North Tees Primary Care Trust (PCT). The Early Support Team, of which

the nursery is part, provides an early support service for children, their families and early years settings. The team and the nursery are based at High Flyers Children's Centre.

The nursery has been established since 1991 and has relocated to accommodation within a Sure Start building in the Thornaby area of Stockton-on-Tees. It has been registered at this site since August 2005. The nursery serves a large urban area and children attend for a variety of sessions. Children access two classrooms, a multi-sensory room, a soft play room and a large hall area. There is a fully enclosed outdoor play area.

The nursery is open between 09:15 and 14:30, term time only. The nursery is registered for 20 children aged from 2- to 5-years old providing full day care. There are currently 30 children on roll with 25 children in receipt of funded nursery education.

There are a total of nine staff working directly with the children plus four Portage and Outreach workers. All staff have qualifications in early years. There are also six lunchtime supervisors.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The setting promotes children's health well by taking a range of positive actions to encourage healthy eating. Mealtimes are relaxed, sociable occasions where children and adults sit together around the table to enjoy their food and each others' company. Snacks and meals are nutritious and varied. They include choices where possible and fruit. However, for children who may have feeding and swallowing difficulties it is usually necessary to provide 'bite and dissolve' foods at each snack. These may not be regarded as healthy foods, for example, certain crisps. All children's individual dietary needs are catered for very well, for example, one child only eats sandwiches, another child has blended food. These children are on restricted diets but every attempt is made to encourage children to eat healthily. Meals are freshly prepared using fresh fruit and vegetables. All staff are aware of each child's individual dietary needs and ensure these are met. Water and milk is available and children are encouraged to choose which they prefer. Many of the children are not able to ask for a drink in the setting and cannot access independently due to physical needs but are offered drinks regularly.

The nursery takes positive steps to prevent the spread of infection by keeping the premises clean. Hygiene rules for toileting are clearly displayed for staff. Effective systems are in place for hygiene routines, for example, staff wear gloves and aprons, and alcohol gel is used. Wipes are available for cleaning equipment, which prevents cross contamination and the spread of infection, ensuring children's good health. Children are beginning to develop an awareness of good hygiene procedures. This is helped by the staff explaining the importance of following good routines and by

setting a good example. More able children are sensitively reminded to wash their hands before eating and after using the toilet. They are beginning to manage their personal care with increasing independence.

Children make good progress in their physical development. There are lots of opportunities for physical play through well planned indoor and outdoor activities. Curriculum planning includes provision for physical development. Individual plans include targets for physical development where appropriate and physiotherapy plans are integrated into the nursery day. Children develop the confidence to enjoy moving with control, using their bodies in various ways, for example, music and movement or meeting the challenge of an obstacle course. Some children use a wide variety of large and small equipment. They use small and large paint brushes and rollers. More able children become increasingly more agile as they move confidently around the nursery and outdoors. They enjoy their time in the soft play area and demonstrate good climbing skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff have a good understanding of how to protect children, and recognise that this is their first priority. They are vigilant, aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have concerns about a child. There is a clear child protection policy in place, however, the written statement does not clearly show staff responsibilities.

Children are cared for in a safe, secure environment where all children and parents are welcome. Indoor and outdoor space is organised effectively, creating a child-friendly environment which enables children to explore and take appropriate risks while being closely supervised. There are good security arrangements in place and staff ensure children cannot leave the premises unsupervised. Children can move freely and are protected from harm. There is a high ratio of adults to children present and adults are appropriately deployed, ensuring children are always well supervised. Staff are aware of their responsibilities to keep children safe. Clear and comprehensive policies and practices are in place to ensure children's safety. However, the emergency procedures have yet to include a fire drill to raise staff and children's awareness of what to do should an incident occur.

Children use an extensive range of good quality toys and equipment including specialised equipment and furniture. All the resources meet safety standards. These support enjoyable activities that stimulate and challenge in ways appropriate to the needs of the range of children attending. Children access resources independently where possible, depending on their needs. All equipment is kept clean and in a good state of repair and is regularly checked for safety.

Helping children achieve well and enjoy what they do

The provision is good.

The nursery provides good quality care and education for all children. Highly skilled and experienced staff use their comprehensive understanding of early years guidance, such as Birth to three matters and the curriculum guidance for the Foundation Stage, to provide high quality care and education. A clearly defined multi-sensory approach is used for all children. High ratios allow close contact between staff and the children to ensure all children are fully supported throughout the day. Planning places a strong emphasis on children's personal, social and emotional development. Basic skills such as turn taking, sharing and making choices, and communicating their views are very relevant. Helping children to develop independence is also very important. All activities are adapted in response to children's level of engagement and stage of learning. Through the multi-disciplinary approach children enjoy a host of specialist facilities such as the soft play and light room, 'Music Makers' and visits to other schools.

Intensive interaction is used in all groups with augmented communication used where necessary, such as signs, touch and the excellent use of the picture exchange system. Clear speech and language therapy programmes are integrated into planning and staff closely observe how children are communicating, for example, eye pointing, gesture and sounds. Effective praise is always used for all children's attempts at communication. Children enjoy songs and rhymes throughout the day and some join in enthusiastically.

Nursery Education

The quality of teaching and learning is good. Staff have attended extensive training on the Foundation Stage and competently put this into practice. The curriculum meets the needs of all individual children. All children are set challenging but realistic targets. Children with complex needs and medical problems are offered a range of experiences to enable them to make progress. All children make very good progress in relation to their starting points. Regular assessments are completed for each child with clear action plans and the next steps for children's learning clearly defined. Planning and assessments cover all components of children's learning and are recognised for an area of ongoing review to ensure children's needs are met fully. Children are enthusiastic and motivated by the comprehensive range of stimulating, relevant activities related to their needs. Children are very happy and enjoy coming to nursery and arrive smiling.

There is an extensive range of equipment and materials available for children to play and explore with. Staff intervene to extend children's play and sometimes to model play. Children have opportunities for role play, construction and small world both inside and outside. There is a full range of creative activities in the curriculum and children explore sand, paint and water. Children enjoy mark making with felt pens, draw at the easel and some complete simple letter patterns. Name labels are always available. The picture exchange system is used very well and some children can recognise their name.

Symbolic play is explored as children feed dolls, peers, and they enjoy topics such as the 'Teddy Bear's Picnic'. Children's cognitive development is progressing with varying levels of inset jigsaws and sorters. Children listen to stories and enjoy the 'Cows in the Kitchen' book, joining in with gestures. There is a variety of appealing

reading materials available. Children are encouraged to share books and ask questions and staff are always at hand to reinforce vocabulary and explore new words and sounds.

Children explore some mathematical concepts as they match and build shapes and pictures. More able children are beginning to differentiate between big and little and maths is explored through topic related programmes. Some children are able to operate the computer using large switches, touch screen and roller balls. Children enjoy exploring creatively with different textures such as rice and sand.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery. The premises are specifically designed to be appropriate for children with complex needs whilst maintaining the nursery environment. Every child is made to feel special and enjoy close, nurturing relationships with the staff. Children are encouraged to make choices throughout the nursery day and in groups. They are beginning to express their views and opinions as they choose which snack to eat and which toys they wish to play with. There is a strong focus on children's personal, social and emotional development within the nursery, leading to children beginning to understand about rights and wrongs. Basic skills such as turn taking, sharing and making choices are central to the curriculum. The nursery is an assessment nursery for pre-school children with complex or multiple special educational needs and as a result every child who attends the nursery has special educational needs. The type and level of need varies. There are clear action plans in place to meet each child's individual needs and high staffing ratios are maintained which also contributes to meeting children's specific needs. The whole of the nursery provision is geared to assessing and meeting the needs of children with special needs so no special arrangements are necessary. Children access all equipment and activities appropriate to their needs. Staff have a very good understanding of equal opportunities and training is given high priority. Where possible children attend local mainstream settings to broaden their experiences. Resources which reflect diversity are carefully selected and are accessible to children to raise their awareness. Children have broad and varied opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the nursery and outings to local places of interest within the local community. This positive approach fosters children's spiritual, moral, social and cultural development well.

The nursery has a clear well written behaviour management policy in place, which is understood and followed by all staff. Additional discussions with parents as necessary take place and they have access to the policy. There is an effective settling procedure which contributes to children's well-being. Due to the age, needs and developmental level of children the policy is not directly discussed with them but aspects are talked about at the child's level as appropriate, for example, when modelling behaviour. Children with less complex needs behave very well, taking turns at circle time, and sitting well at lunch time.

Partnerships with parents and carers are good and contribute significantly to children's well-being in the nursery. Parents receive clear information about the setting and their children's progress and achievements through, for example, a prospectus, regular newsletters, daily nursery to home diaries and information about topics. Policies and procedures are also available to parents. The nursery regularly asks parents for feedback and suggestions, often using questionnaires. Six-monthly meetings take place with parents to share progress reports and action plans. Parents are fully consulted about all elements of their child's care and are actively encouraged to be involved. Parents report they cannot speak highly enough of the provision, especially the support they receive from staff. Although there is a clear complaints procedure for parents in place, it is not updated in line with recent changes to regulations.

Organisation

The organisation is good.

The setting has a clear sense of purpose and direction. All staff are valued and work well together as a team. There are robust arrangements in place to monitor and evaluate children's progress, and they act on their findings. There is a full range of policies and procedures in place to ensure children's safety and well-being. These are reviewed, updated and shared with parents, and all staff understand and implement them. All staff hold relevant early years qualifications. Priority is given to staff training and development to enhance practice. Staff use this knowledge effectively to provide children with a wide range of learning experiences. The nursery has a clear management structure and all staff have defined roles and responsibilities. Staff are well deployed so children receive appropriate adult attention at all times.

The leadership and management of the setting is good. The manager is committed to providing high quality care and education for children. There are clear, effective systems in place to monitor and evaluate staff performance and development and the effect the nursery programme and curriculum has on children's progress. This ensures the nursery fulfils its vision to provide a high quality standard of care for children and provides maximum learning opportunities.

The good quality of the provision means that the nursery meets the needs of children who attend well.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they

can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the written statement for child protection to ensure procedures are clear for staff responsibility
- practice the emergency procedures to raise staff and children's awareness of what to do should an incident occur
- revise the complaints policy to ensure this is consistent with changes to regulations.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning and assessment records.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk