



Childcare Norham

Inspection report for early years provision

Unique Reference Number	310200
Inspection date	18 May 2006
Inspector	Jacqueline West
Setting Address	1 Alnwick Avenue, North Shields, Tyne and Wear, NE29 7AX
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Registered person	North Tyneside Social Services
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Childcare Norham opened in 1975. It is located in a purpose built building in an urban area which lies on the outskirts of North Shields. The nursery serves the local community and also attracts families from neighbouring areas.

The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. Children attend for a varying number of sessions. There are currently 106 children aged from 3 months to under 5 years on roll; of these 27 children receive funding for

nursery education.

The nursery supports children with special needs and children who speak English as an additional language. The nursery employs 23 staff, all who have appropriate early years qualifications. An additional 5 members of staff support the overall provision.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of activities that contribute to good health. They have daily opportunities to access the outdoor play area where a variety of activities are available, such as balls, play kitchen and bicycles. Children explore, test and develop their physical control, for example, when exploring the climbing frame.

Most children are developing an awareness of good hygiene, however, this is not consistent throughout the nursery and could be further developed, for example, through explanations offered by staff. The nursery's open relationship with parents and effective procedures ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

Children cared for in the caterpillars room benefit from caring staff who have a sound knowledge of each child's home routine. They effectively incorporate time for quiet play and rest, enhancing children's well-being. General arrangements made for children to rest or sleep are good throughout the provision. Staff provide a calm, relaxing environment and monitor the children closely. When the children wake they are offered cuddles of reassurance before engaging in activities.

There are systems in place to gather information with regard to special dietary needs, this ensures children's individual needs are met. Children are provided with a well balanced diet. All children throughout the provision benefit from a social setting at mealtimes. They access appropriately sized furniture and are well supported by staff during this time. However, more able children's independence skills are not challenged, for example, pouring their own water.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept secure through good procedures for entry to the building. This is supplemented with effective procedures for adults collecting children. Regular risk assessments are carried out and minimise the risk of accidental injury well. Children are able to progress in a safe environment. Routines, such as tidying away toys from the floor, encourage children to take responsibility for their own safety, however, this could be further developed, such as through guidance from staff.

Children access a warm, clean environment. The nursery has a range of resources available, however, they are not effectively used. For example, staff caring for the one to two year age group plan for children to access sand play once a week. The labelling of resources is not consistent and hinders children's independence. All children have access to a good selection of natural resources which they use well. Toys and equipment are clean and in generally good condition. Equipment is regularly cleaned and any damaged or broken resources discarded. This ensures children can play safely.

Children are safeguarded as staff's current child protection knowledge is good. The majority of the staff have attended training and demonstrate a good understanding of possible signs and symptoms that may be of concern. They are familiar with the procedures in place, for example, when recording information, monitoring the situation and ensuring confidentiality.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and enjoy their time in the setting. They participate well in the variety of activities provided. Babies' interests are encouraged through a good range of man-made and natural resources, which they explore with curiosity. Children display a sense of belonging and are happy to separate from their carer. They are secure, as they have developed an understanding of the routine. Individual children make generally good progress as the staff have a sound knowledge of their key children's developmental stage.

Children benefit from caring and motivated staff that encourage them to have fun. Children use their initiative well during imaginative and creative play, for example, the babies explored with cornflour. The activity was set out on the floor in a large tray, some children showed increasing confidence and crawled into the tray, they made sounds of delight and manipulated the cornflour through their hands. The communication skills of children aged one to two years are developing well through various activities including songs, rhymes and looking at story books. This results in children confidently trying out new words.

Children in the busy bees' room are developing their social skills well through large group time activities. For example, all of the children sat in a circle and participated fully in singing time. Staff had a bag and chose a child to select an object and initiate a song from it. The children listened to instruction and waited for their turn.

The quality of the teaching and learning is satisfactory. Staff have attended training on the Foundation Stage, which has a positive impact on the education offered. Planning shows that each of the six areas of learning are covered well. Children are happy and self-assured in the setting. They make satisfactory progress as key worker staff ensure they have a reasonable knowledge of their developmental stage when they start at the nursery. However, there is no procedure in place to effectively deploy staff with regard to key children in the case of staff absence. Consequently, developmental records and personal profiles are not up to date, which has a negative impact on monitoring children's progress and planning accordingly.

Children's communication skills are fostered well, resulting in good interactions between themselves and the staff. They access books independently and listen to stories well, when read by an animated member of staff. Labelling of resources is not consistent, which hinders children's awareness and recognition of letters and words. Children enjoy using their imagination, for example when playing with the pirate ship and small figures. They have a growing understanding of the world that they live in through a variety of experiences, including exploring snow outside. Children gain confidence when using number, including counting and weighing, when participating in a baking activity. They use mathematical language in their play, for example, when describing the sizes of beakers in the role play area. However, there are limited numbers in the environment to further develop children's recognition of numerals. Children have regular opportunities to play outdoors on a planned basis with a variety of equipment, thus developing their physical skills. Children's creativity is encouraged whilst using small tools and exploring texture. Children were observed clearly enjoying painting with their hands and brushes.

Helping children make a positive contribution

The provision is satisfactory.

Children are settled and feel a sense of belonging due to the friendly and approachable staff. Children learn about diversity and the world they live in through stories, planned activities, and festivals. However, the resources are not effectively used to further children's understanding. All children are welcomed to the setting and have access to age appropriate activities.

Children with identified special needs are cared for well. Staff demonstrate a clear understanding of the children's needs likes and dislikes. Staff plan activities to aid their development at an appropriate level. The environment is adapted to ensure full participation with their peer group. Staff liaise with professionals involved to ensure the needs of the children are met. There is no appointed coordinator at present to fully support staff.

Children's behaviour is generally good. They are learning to share and take turns well, through the staff's appropriate support. Most of the staff offer consistent encouragement to ensure children develop a good knowledge of what is right and wrong. The behaviour management policy is discussed and agreed with the parents.

Partnership with parents is satisfactory. The settling in procedure is clear and effective resulting in happy secure children. Daily diaries and home sheets record details regarding the care of the young children, parents have open access to these daily. All parents have the opportunity to attend a formal parents evening twice a year. Staff complete a written report on each child's development in addition to having examples of their work and photographs available. There is a notice board available that includes some written policies. However, the complaints procedure is not up to date or made available to parents.

The setting fosters children's social, moral, spiritual and cultural development.

Organisation

The organisation is satisfactory.

Children are cared for by suitably qualified staff, they use their knowledge and skills to provide an interesting and caring environment. Indoor space is generally well organised. Children are separated into age appropriate rooms and staff purposefully deployed. Children have an identified key worker. Effective use of time enables all children to participate in outdoor play activities.

Staff appraisal and room meetings identify staff training needs, however, training is not always completed due to staff absence. There is no named person on site in the absence of the manager to take responsibility for the provision, this having a negative effect on the overall management of the provision. There is a written induction procedure in place for staff, however, not effectively carried out in practice, resulting in, staff making themselves aware of aspects of the provision through discussion with experienced staff.

Policies and procedures are reviewed regularly, however, the settings procedure to ensure all staff signs to acknowledge they have read and understood the policies is not effectively followed through. Individual documentation is stored confidentially. This ensures children's well-being and privacy are respected throughout.

Leadership and management of the nursery education is satisfactory. The staff work well as a team, they are supported by the manager through regular staff and individual meetings. There is formal evaluations of their performance and appraisals are used to monitor staff development. Areas requiring improvement have been identified, there are not rigorous systems in place to ensure that staff have secure knowledge of the curriculum guidance. There are limited monitoring systems in place to ensure all written records are up to date and are a true reflection of the progress the children make. There is an induction procedure in place for new staff, however, not completed effectively due to the absence of a deputy manager.

Overall, the needs of the children are being met.

Improvements since the last inspection

The nursery was asked to review the policies and make them available to parents, assess the room layouts, ensure the nappy changing facility is made safe and there is an appointed person for behaviour management. They have all been addressed to a satisfactory standard, resulting, in safer environment for children.

Nursery Education. Staff were asked to develop a system that effectively monitors children's development and informs future planning. Limited progress has been made in this area due to staff absence, resulting in, children's development not being monitored effectively. The planning and layout of the room has improved to ensure the whole of the curriculum is delivered. Children have more opportunities to practice calculation and counting in every day activities, however, there is no numbers in the environment.

Complaints since the last inspection

A complaint was made to Ofsted identifying concerns in regards to National Standard 6, the security of the premise. A provider investigation took place and the issues addressed, they remain suitable for 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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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):

- ensure there is a named person who is able to take charge in the absence of the manager
- effectively use the resources to ensure all children have independent access to a wide range of activities to enhance their overall development.
- ensure the complaints procedure is updated and made available to parents.

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):

- develop and implement effective procedures for staff deployment with regard to key children in the event of staff absence
- ensure children's profiles and individual developmental plans show a true reflection of children progress and are effectively used to inform future planning
- further develop effective labelling and use of numbers in the environment (also applies to care)

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