



## Childcare Battle Hill

Inspection report for early years provision

<b>Unique Reference Number</b>	EY229938
<b>Inspection date</b>	22 November 2006
<b>Inspector</b>	Jim Bostock
<b>Setting Address</b>	Bromsgrove Close, Battle Hill, Wallsend, NE28 9SA
<b>Telephone number</b>	0191 2006640
<b>E-mail</b>	
<b>Registered person</b>	North Tyneside Council Community Services
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

Childcare Battle Hill is owned and managed by Childcare, North Tyneside. The nursery is situated within the Battle Hill School Complex, and has direct access to the nursery class. Each of the settings within the grounds have their own secure entry system. It is registered for up to 55 children aged nought to five years. It is open between 07.30 and 18.00 Monday to Friday, 52 weeks of the year. Funded education is provided by the school, with wrap-around care provided by the nursery.

The nursery is part of a children's centre which provides a range of services for parents. These include crèche support for parents attending local colleges, parent and toddler groups, parents into work programmes and outreach work to support parents at home. There is a facilitator who organises stay and play sessions to help parents develop their skills and knowledge, such as in healthy eating and child development. Support for children with disabilities or learning difficulties is accessed by links with Sure Start and the Pre-school Learning Alliance.

The nursery staff team consists of a manager, assistant manager and nursery officers who work directly with the children. All but two staff are qualified. Each child has a key worker who liaises with parents regularly to discuss their progress. The nursery provides support for children with learning difficulties or disabilities and families who have English as an additional language. At the time of inspection there were 93 children on the register. They are accommodated in rooms organised according to age.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children thrive because staff follow effective procedures and practices which meet children's physical, nutritional and health needs. Staff are very proactive in helping children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care. For example, the staff talk to children about why they need to wash their hands before snack as they explain that germs would make them ill. The nappy changing procedures and the use of towels for the older children, however, do not fully protect them from the risks of cross infection. Most staff have both food hygiene and first aid training to ensure children are well protected.

Children have access to drinking water throughout the session as their bottles are freely available and labelled with symbols for ease of identification by the children. The provision of snacks is excellent. Children demonstrate excellent social skills as they sit together to eat fresh fruit, vegetables and a range of freshly cooked foods. Babies and toddlers are encouraged to be independent as they feed themselves with adult support. The older children are able to talk knowledgeably about good foods and high levels of parental involvement in healthy eating projects contribute significantly to children's understanding of a healthy lifestyle.

Children develop and test their physical skills through stimulating daily indoor and outdoor experiences. Staff have a good understanding of each child's stage of development which means the youngest are confident to try out new skills. For example, the children are thrilled as they successfully use wheeled toys with pedals, balance beams, tunnels and slides. Older children develop a positive attitude towards physical exercise. Babies and toddlers are encouraged to crawl and walk and use balls and construction toys to develop their hand-eye coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Risks of accidental injury to children are minimised because staff are extremely vigilant and have a good understanding of how to achieve a balance between freedom and setting safe limits and how to help the children develop an understanding of keeping themselves safe. For example, they talk to children about not running in the playrooms as they may fall and hurt themselves. They also do activity projects with children about road safety, stranger danger and keeping safe on outings. Although staff practise the emergency fire evacuation procedures, this is not done regularly. Visitors, such as local fire fighters and police officers talk to the

children to help reinforce the importance of following safe practices. There are risk assessments but they are not fully effective in identifying dangers and recording how staff should minimise or eliminate them. For instance, the outdoor area and the school hall are not risk assessed and there was a socket cover missing in one of the rooms that had not been noticed.

Children use an excellent range of high quality toys and equipment that are appropriate to their age and stage of development. The rooms are spacious and well set out for children's safety and very well decorated. For instance, the poppies room, for babies and toddlers, has multisensory decoration for holistic and tactile experiences for these children. Regular communication with parents contributes to children's safety.

Children are very well protected from possible abuse or neglect. Staff attend training in child protection and are fully aware of the types of abuse and the signs to look for. They have an excellent understanding of the policies and procedures to follow if they have any concerns and give high priority to children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the nursery and achieve well because staff are skilled and have a good understanding of the age and stage of development of the children who attend. Children arrive happy and keen to participate. Those who are new to the nursery settle well because staff are sensitive towards their individual needs and the youngest children make good progress because they are very well supported. Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self. Early communication skills are extremely well supported through high quality adult-child interactions. Children begin to make sense of the world and express their ideas as they join in with a diverse range of interesting activities and experiences. For example, they enjoy dressing up and act out good imaginative play. Babies and toddlers enjoy exciting activities, such as the parachute game, where they sit under a parachute and place balls through a hole and watch to see where the balls end up when staff lift and lower the parachute.

The playrooms are well set out for play with toys and resources at child height for ease of access, and areas for rest and relaxation. Parents are fully involved in their care and play which helps children's progress and there are good assessment files to show children's progress which are regularly shared with parents. However, the files are not easily accessible to parents on a day to day basis. The nursery uses the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' to plan and provide activities for all children. The planning is comprehensive and fully understood by staff to support children's progress and achievement very well.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality and the family context for each child. Children with learning difficulties or

disabilities receive excellent support from the caring and dedicated staff which means they are able to participate fully in the activities and make very good progress. Children's behaviour is excellent. Staff support the younger children in sharing and turn taking. They have high expectations and set consistent boundaries for the three to four-year-olds which helps them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is fostered and they develop independence very well from an early age as they have choice and involvement throughout the sessions. For instance, toddlers and children aged two readily help with tidying up, often without staff asking them to do this.

The children have good opportunities to learn about their local community and the wider world through visitors to the group. They celebrate different festivals and have toys and resources that show positive images of diversity and difference. Although there are posters and photographs of different people around the rooms, these are above child height and the toys and playthings are not always immediately available. Older children are learning Makaton so that they can communicate with children who have speech delay. In these ways children develop positive attitudes to difference and diversity.

A very good partnership with parents contributes significantly to children's well-being in the nursery. Parents' views about their child's needs are actively sought before the child starts at the setting and on a regular basis throughout their time there. Staff ensure that all parents know how their child is progressing and developing. Children benefit greatly from the involvement of their parents in projects which contribute to their good health, development and learning. Parents speak about the very positive experience for their children, the very warm and affectionate care of the staff, the very good communication, including daily diaries, newsletters and approachable and knowledgeable staff whom they trust. They feel that their children are making very good progress particularly in language and social skills development.

## **Organisation**

The organisation is good.

The nursery benefits from good organisation, leadership and management. The premises are well organised with space laid out to maximise play opportunities for the children. Clear policies and procedures are in place which work well in practice and are consistently applied to ensure the service operates smoothly and efficiently. All legally required documentation which contributes to children's health, safety and well-being is in place and is stored securely to maintain confidentiality. The record of attendance of teaching staff in the Foundation Stage unit, however, should be maintained in the nursery as well as in the school. Staff are fully vetted to ensure they are suitable to work with children.

Staff are well led and work well together as a team. They are effectively deployed which ensures the children are well supported in their play and learning and they show a good commitment to developing their knowledge and improving their practice through training. The great majority of staff are qualified and have access to good training opportunities, regular meetings and supervision to help them develop their knowledge further. This ensures that children are looked after by knowledgeable and competent staff. The staff form a happy and effective team, who have defined roles and offer a good range of well resourced activities which capture children's interest. They provide a happy, caring environment for children.

The nursery is part of a children's centre which is jointly managed by the headteacher of Battle Hill Primary School and the area early years manager for the local authority. It provides support for families with children up to five years of age in the Battle Hill and Hadrian Park areas of North Tyneside. Parents are fully involved and consulted about the services provided which ensures they meet local needs. There is an excellent planning system so that children are very well supported in a variety of ways as the family can access different services easily and effectively. For children attending the nursery there is an early intervention system to support families where needs are identified. The nursery forms very good relationships with parents so that they are fully involved and consulted from the start of the process. Children have access to services at an early stage so that their needs are effectively met. Therefore, the added value of the children's centre is very good both for the children attending the nursery and those in the community.

Overall the provision meets the needs of the range of the children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

### **THE QUALITY AND STANDARDS OF THE CARE**

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.

#### **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):

- improve hygiene procedures to reduce the risks of cross infection in nappy changing and hand washing
- improve safety arrangements by practising emergency evacuations regularly and developing risk assessments.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)