

Bridgewater

Inspection report for early years provision

Unique Reference Number	EY340774
Inspection date	01 February 2007
Inspector	Shirley Peart
Setting Address	Bridgewater, Delaval Road, Newcastle upon Tyne, Tyne and Wear, NE15 6NP
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Registered person	Bridgewater
Type of inspection	Childcare
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

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?

Bridgewater was registered in August 2006. It is located in the west end of Newcastle-upon-Tyne near Scotswood and provides childcare, education and community services. This inspection report covers the provision for children aged from birth to three-years-old.

The birth to three group operates from three main rooms with access to enclosed outdoor play areas off each room. They are open five days a week from 07.30 to 18.00, all year round. Sessional, full day care and wrap around care is offered and most children attending live in the local area. Crèche facilities are also provided on a flexible basis for parents and carers to attend training and information sessions.

The early years centre cares for a maximum of 102 children aged from birth to five years, but no more than 50 children from birth to three years. There are 41 children on roll in the birth to three group. Children are grouped in rooms according to their age and ability and the funded nursery education is provided by the school and school staff. The group supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The whole provision is managed by the head teacher with the support of the governing body. There is a person in charge who oversees the care of children aged from birth to three years. There are 11 permanent members of staff who work with the children and all have a recognised early years qualification. The setting receives support from various professionals based in the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in very clean, hygienic rooms. They access the bathroom areas easily and often manage their own self-care tasks, such as washing and drying their hands. Staff also supervise children well where needed and help children where necessary. However, children's privacy and dignity is not always preserved very well when they are toilet training. Staff use protective clothing, such as gloves and aprons during nappy changing and at meal times, which protects children well from cross contamination.

Illness and exclusion procedures are in place and sufficient staff hold first aid certificates. Accident recording is good and these are monitored well by the person in charge. A staff member with relevant training takes responsibility for administering medication. This ensures that children's health needs are very well met.

Children confidently use a range of outdoor equipment very well. They ride bikes, climb on the small climbing frame and use the small trampoline under staff supervision. Indoors they are given good opportunities to sing, dance and jump to music. Children are very happy and animated during these activities. Although the garden areas are not yet completed, plans are ongoing. The outdoor veranda is easily accessible, so that children choose to play indoors or out, which ensures that their need for fresh air and physical exercise are enhanced very well.

Staff have recently introduced different routines for breakfast and snack times, therefore, they are monitoring this to ensure it meets children's needs. A cook is employed which ensures that children benefit from healthy, wholesome, freshly cooked food. Children thoroughly enjoy their lunch as they sit together, manage to use cutlery independently and state what they would like to eat. Babies also sit in a small group for lunch. They are given good opportunities to feed themselves and to explore their food. Staff ensure that babies' milk is stored safely and labelled, and allergies and special diets are displayed in all rooms and the kitchen. This protects children well and ensures that they are only given foods that they are allowed or can tolerate.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Babies are cared for in a quiet, calm room. Soft music plays in the back ground and staff sing or hum spontaneously as they cuddle the babies. This enhances the atmosphere very well and provides a secure and safe environment for them. Older children have easy access to the equipment and toys in their rooms, which are appropriately set out to allow them freedom of choice. For example, they draw easily on the low level easels or bring books from the quiet rooms for staff to read. There is a very good range of toys and staff often borrow the heuristic items from the baby room or large books from the library which the children clearly love.

Documentation, such as nappy changing, sleep checking charts, and signing in and out procedures, promotes children's safety very well. However, staff deployment, supervision and some practices in the two to three-year room, do not always promote children's safety sufficiently. For example, the door is not always locked after parents and staff leave. Some electrical sockets are exposed and, on the morning of the inspection, staff-child ratios were not maintained for a short period due to the way staff were organised. The building itself is very secure as this is monitored by reception and safe entry systems.

Appropriate information and procedures are in place regarding child protection. The staff would refer any concerns to the person in charge and they understand their role and responsibility in child protection matters. This ensures that children's welfare is appropriately protected.

Helping children achieve well and enjoy what they do

The provision is good.

Babies are very well cared for. They approach staff easily for reassurance and receive lots of natural warm cuddles and interaction. They explore and play with heuristic, natural items from the treasure baskets, which enables them to use all their senses very well. They also have good opportunities to be creative, as they participate in hand printing. At lunch time they demonstrate excitement when their dinner arrives and are very happy and animated, such as when the staff sing songs with them during a small group activity.

Most of the older children are generally settled. They love to be outside playing on the equipment or enjoy sitting with staff in the quiet room looking at the books. Some children are very confident, as they are encouraged by the staff to choose a song and sing in front of the group. They also enjoy listening to recorded songs as they wave, dance, sing and jump to the music. They are beginning to use a range of language and gestures to express themselves. For example, at lunch time when staff talk about food, why it is good for you and what it does, some children join in enthusiastically, explaining where the food goes and how it helps them to jump on the trampoline. They proudly show off their pictures to the staff and receive lots of positive, meaningful praise.

Helping children make a positive contribution

The provision is good.

Staff know the backgrounds and cultures of the children and families who attend the group and a good key worker system is in place. When children are ready to move up from the baby room, they are given lots of support. For example, their key worker goes with them for short visits and they have their comfort items, such as blankets and bottles with them for security. Staff appropriately support children and families with English as an additional language, as interpreters are available, gestures are used and parents are allowed to stay with their children. However, staff do not learn key words in the children's own language or use any other aids or props to help children understand and settle.

Children with learning difficulties or disabilities are very well supported as a key staff member takes responsibility. She has relevant experience and has carried out further training. One-to-one care is offered where necessary and individual monitoring plans and assessment checks are extended in line with the 'Birth to three matters' framework. Staff maintain close links with parents and relevant professionals, which ensures that children's overall needs are well met.

Children's behaviour is good. They receive plenty of positive praise and enjoy receiving 'stamps' as rewards. When staff intervene to resolve conflicts, children are helped to understand how to behave responsibly.

Relationships with parents are good. Staff hold regular, individual reviews and they are guided through processes, for example, when their children are ready to move into the next rooms. They hold friendly informal conversations at the end of the day when children are collected. Documentation supports the partnership with parents well, for example, written consents and children's files which contain 'All About Me' information, so that staff are well aware of children's individual needs. Parents are very pleased with the service and the care that their children receive.

Organisation

The organisation is satisfactory.

Many of the staff who work in the provision were integrated from a school and other nurseries in the local area that closed down. There is a team leader in the baby room, which ensures that this area of the provision runs smoothly and is managed well for the benefit of the youngest children. However, this is not as well established in the two to three-year-olds' room and staff are still developing roles, routines and responsibilities. Therefore, deployment of staff and the way in which they organise themselves and activities sometimes does not meet the individual needs of all of the children in this room. The person in charge is aware of the issues and staff from this room are attending weekly meetings with the aim of developing the service.

Ongoing monitoring of staff's personal development is in place and satisfactory. They receive three monthly supervision sessions, attend regular full staff meetings and are given time to plan activities and complete child development files, which are very good. They use the 'Birth to three matters' framework very well to monitor children's progress.

Wrap around care and crèche facilities are available within the setting. This provides a flexible service for parents if their children attend the school nursery and reception classes, or if they wish to attend training. 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 registration 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 complaint 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):

- improve safety practices in the two to three-year-old room regarding the security of the entrance door, by carrying out risk assessments on the room before use and ensuring that correct adult-child ratios are maintained at all times.
- continue to monitor and evaluate the provision, staff and routines, specifically in the two to three-year group, to ensure that staff are well deployed and organised to meet the children's all round needs.

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