

TAD Centre Day Nursery

Inspection report for early years provision

Unique Reference Number	508442
Inspection date	23 April 2007
Inspector	Elaine Marie McDonnell
Setting Address	The T A D Centre, Ormesby Road, Middlesbrough, Cleveland, TS3 7SF
Telephone number	01642 224225 or 01642 821000
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Registered person	Nunthorpe Nurseries Group Ltd
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?

TAD Centre Day Nursery is one of 11 provisions owned by Nunthorpe Nurseries Group and has been registered since March 2004. It was also registered for a time before this date from September 1994. It operates from the Training, Advice and Development (TAD) Centre which is situated in the Berwick Hills area of Middlesbrough. The nursery is self-contained within the building, all childcare rooms being at ground floor level. Enclosed outdoor play areas are also available and contain some safety surface.

The nursery is registered to care for up to 76 children under eight years at any one time. There are currently 100 children on roll aged from four months to seven years. Of these, 11 children are in receipt of funding for nursery education. Children attend for a variety of sessions and can be taken to, or collected from local primary schools by nursery staff. The nursery is currently taking part in a pilot scheme with Sure Start offering funded day care for children from two years and there are currently two children taking part in this scheme. The provision operates each weekday from 07:30 and 18:00. Children aged between five and eight years can also be cared for before and after school and during school holidays. The nursery supports children with learning difficulties and a child who speaks English as a second language.

There are 15 members of staff employed to work directly with the children, five of whom are part-time. Of these, 14 members of staff have an early years qualification, with six being at Level 2, seven being at Level 3 and one at Levels 4 and 5. A cook is also employed on a daily basis to prepare children's meals. The nursery receives support from the local authority in the provision of nursery education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good health and hygiene guidelines and procedures. For example, the premises and equipment are kept clean, different coloured aprons are worn by staff for different domestic duties, such as serving food and nappy changing. Children are encouraged to learn about personal hygiene through the daily routine and some older children have a good understanding of the importance of this and know that 'you cannot see germs they are invisible'.

Comprehensive accident and illness procedures are in place to protect children's overall health. Suitable first aid boxes, medication and accident records are available and are well kept and up to date. The illness policy is observed to be appropriately implemented during the inspection.

Children are well nourished. They receive a variety of healthy and nutritious two course meals at lunch time and a snack of fruit in the afternoon. Lunch time is observed to be a relaxed and sociable occasion. However, babies are put into high chairs well before lunch is served which results in them waiting too long to be fed. Children have their health and dietary needs met because staff work well with parents to obtain written information about individual requirements.

Children have good, regular opportunities to enjoy physical activity as this is included within the daily routine.

They rest and sleep according to their needs and individual routines and quiet and restful activities are also included in the daily routine, such as story and circle times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good steps have been taken to ensure that children are cared for in a safe environment, for example, the premises is kept secure and a record of visitors is maintained. Risk assessments have been conducted and are regularly reviewed and updated. Good steps have been taken to ensure that children are kept safe when playing outdoors and when on outings. For example, the outdoor play areas are kept secure, booster and car safety seats are used when transporting children to and from local nursery schools and comprehensive safety procedures are in place. Children learn to keep themselves safe when involved in regular fire drills and older children know that the fire alarm is tested on a weekly basis.

The environment is warm and welcoming for the children with a good range of resources readily available for them in each room. Children have easy access to toys and equipment and staff ensure these remain safe and suitable for use with regular checking and cleaning routines.

Children are well protected because staff understand their role in relation to child protection and are able to put appropriate procedures into practice when necessary. Comprehensive procedures and information regarding child protection is readily available for staff and parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a good range of both planned and spontaneous activities which cover all areas of development. For example, children from three years participate in weekly Spanish lessons and children from two years participate in yoga sessions each week. They also enjoy various craft activities and sand and water play. Babies have access to a range of age appropriate toys and planned activities. Staff have a satisfactory understanding of the 'Birth to three matters' framework and it is appropriately implemented. Children's development and progress is regularly assessed by staff and is recorded and shared with parents.

Children develop confidence and self-esteem well by being praised and encouraged by staff for their efforts, for example, when counting, collecting items for the colour table and when helping to serve their own lunch. Children show a lot of interest in what they do and enjoy the activities and resources available. They have good opportunities to be independent and use their initiative, such as when deciding what to play with and when helping themselves to drinking water. Children are encouraged to answer questions to aid their learning and understanding, for example, about colours, shapes and the different quantity of items.

Older children acquire new skills and knowledge, such as learning the Spanish names for different insects. They respond to challenge and concentrate very well during the Spanish lesson, which is geared towards the current theme of mini-beasts. Children have good opportunities to learn about wider society and begin to appreciate their own culture and the cultural traditions of others. For example, they participate in activities relating to Easter and wear red and white clothes to nursery on St George's Day.

Nursery Education

Children are making good progress towards the early learning goals in all six areas of learning. They have a positive approach to new experiences and are keen to learn. Children display high levels of involvement in activities and persist for extended periods of time, such as when involved in water play. They separate from their carers with confidence and make attachments to other members of the group. Children form good relationships with adults and peers and some children show care and concern for others. They have a positive self-image and show that they are comfortable with themselves. They listen well to others in one to one and small group situations and have emerging self-confidence to speak to others about wants and interests, for example, when telling staff which area they want to play in. Some children talk activities through, for example, when explaining which insects they are going to catch in the water tray and in what order. They are beginning to distinguish one sound from another when learning a 'letter of the week'. Children are good at recognising familiar words, such as their own names. They draw and paint and ascribe meanings to marks both on paper and on the computer. Some children demonstrate good handwriting skills and can form recognisable letters. Children can count reliably up to ten and some beyond this. Some children use language such as bigger, longer and smaller when describing the worms they have drawn on the computer.

Children show interest when exploring objects, such as plastic mini-beasts. They realise that tools can be used for a purpose, such as when gluing, scooping sand and pouring water. They

show an interest in information and communication technology and know how to operate a simple programme and equipment, such as the mouse. Children are beginning to learn about a sense of time when staff use the egg-timer to remind them to change activities. They manage their bodies well to create intended movements, for example, when pedalling a bike and can stop to avoid accidents or change direct to avoid obstacles. Children confidently use a range of large and small equipment which promotes their hand-eye coordination and they enjoy manipulating malleable materials, such as play dough. They begin to differentiate colours and know that red and white paint mixed together makes pink. They make different marks and movements on the computer screen to draw different size worms. Children enjoy singing familiar songs and sing to themselves at lunchtime.

The quality of teaching and learning is good. Staff demonstrate a good knowledge and understanding of the Foundation Stage and of how young children learn and the curriculum is well implemented. The learning environment and programme of activities is well planned to provide a broad and balanced range of activities and experiences across the six areas of learning. However, the home corner area is not well presented for children and as a result they do not use this area frequently. Activities are well planned and evaluated and are adapted as necessary for individual children. Teaching meets the needs and interests of all children and there is a lot of evidence of both the recent and current themes available, for example, children's art work and photographs. Children extend the theme independently in their free play as they draw some worms on the computer and make others with play dough. Teaching of the different areas of learning interests children, helps them to become focused and able to persist for some time. Children are making good progress in relation to their starting points and initial assessments of their ability are done in conjunction with parents. Assessments of children's ability are sufficiently rigorous and are appropriately used to help move them onto the next stage in their play and learning, the records give a clear picture of children's progress.

Helping children make a positive contribution

The provision is good.

Equal opportunities are well promoted as all children are included and involved. Their individual needs are being met, for example, staff in the baby room adhere to children's individual sleeping and eating patterns well. Comprehensive procedures are in place for the identification and assessment of children with learning difficulties, disabilities, or who speak English as an additional language and the nursery supports children with additional needs.

Children enjoy being in the nursery and enjoy the activities available. They are settled and happy and make positive relationships with adults and peers. Children's spiritual, moral, social and cultural development is fostered. Children are well behaved and behaviour is effectively managed by staff who offer appropriate explanations and promote an environment where positive behaviour is encouraged.

Partnership with parents and carers is good. Parents are kept informed about their child's development and progress through regular discussions with staff. Parents of younger children receive written information about their child's day in the form of a daily diary sheets. Parents receive good quality information about the provision and also about the educational programme. The setting seeks parents' views in different ways, for example, a comments or suggestion box is available plus questionnaires. Parents have also recently been consulted about the lunch menu. Examples of parent questionnaires are available for inspection and all include positive comments as well as some suggestions, which staff have acted upon. Parents are also invited

to be involved in their child's learning in meaningful ways. For example, by extending the learning theme at home or by accompanying the children on any planned trips or outings.

Organisation

The organisation is good.

Comprehensive recruitment and vetting procedures are in place and are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. Staff have good access to ongoing training and development courses and several staff members who have a National Vocational Qualification at Level 2 are currently working towards the Level 3 qualification. Nine members of staff have a first aid qualification, three of whom completed a basic course and the majority have completed an approved 12 hour course.

Staff have high regard for the well-being of all children and as a result, they receive good adult support and attention. Attendance records and observation indicate that adult to child ratios are effectively maintained throughout the day. Group size and deployment of staff contribute positively to children's care, learning and play as they are cared for in four separate groups according to their age or stage of development.

All records and documents required for the safe and efficient management of the provision are in place, well kept and up to date. Policies and procedures are comprehensive and are regularly reviewed and updated. These work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the provision is good and contributes to children's progress towards the early learning goals. The leader has a clear vision for nursery education and assesses the planning and provision of this on a regular basis, writes a report and supports staff where necessary. The leader sets clear directions leading to improvements in the organisation of nursery education and the outcomes for children and these are available for inspection. For example, in relation to recommendations raised at the last inspection and more recent recommendations made by the local authority. The leader motivates staff and children well, builds committed teams and acts as a good role model. Comprehensive induction procedures are in place for both staff members and students and appraisals are conducted on a regular basis. The setting works well in partnership with the local authority in the provision of nursery education.

Improvements since the last inspection

At the previous inspection the provider was asked to improve the recording of accidents and medication. In relation to nursery education the provider was also asked to use information gained from assessments of children to inform future planning and to ensure that children have opportunities to use problem solving in everyday activities and to distinguish one sound from another. Good improvement has been made since the last inspection with all recommendations being appropriately addressed. All records and documentation are available, well kept and up to date and children are involved in a good range of activities, suitable for their age and developmental stage, which cover all areas of learning.

Complaints since the last inspection

Since the last inspection 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.

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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 that staff make good use of time so that babies are not waiting too long in high chairs for their lunch.

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):

- ensure that the role play area is interesting and stimulating enough to attract children and to develop their imaginative play.

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