

Childcare Wallsend

Inspection report for early years provision

Unique Reference Number	EY281590
Inspection date	19 April 2007
Inspector	Jacqueline West
Setting Address	Buddle Arts Site, North Road, Wallsend, Tyne and Wear, NE28 8RH
Telephone number	0191 200 6999
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Registered person	North Tyneside Council Community 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 Wallsend is a well-established day nursery, owned and managed by North Tyneside council. In June 2004 the nursery moved a short distance from its original 1940s premises to a new purpose-built building at Sure Start, Wallsend. The nursery is open for five days a week from 07.30 to 18.00 hours, closing for public holidays and staff training days. The nursery is accessed through the Sure Start reception area. The nursery rooms lead directly into one main corridor. All children share access to secure, enclosed, outdoor play areas.

The nursery offers care and education for 66 children aged between three months and five years, and currently there are 119 children on roll, of these, 19 children are in receipt of nursery funding. There is one funded child attending with learning difficulties.

There are 20 members of staff working with the children, all of whom have an appropriate early years qualification. At present, three members of staff are working towards a higher qualification. The nursery receives support from the Sure Start Strategic Partnership, North Tyneside, and Childcare, North Tyneside. In addition to planning and delivering the Foundation Stage curriculum, the nursery adheres to the North Tyneside Approach.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning appropriate personal hygiene practices through suitable routines, such as hand washing after visiting the toilet and before eating. The staff ensure that written permission for administering medication and seeking emergency treatment is obtained and systems are in place to record and inform parents if any medication has been administered. Accident and incidents are managed well and appropriately recorded. The majority of staff are trained in first aid, which further enhances children's care and welfare. There is a clear sickness policy, which is understood by staff and shared with parents to protect children from illness and infection.

Most children benefit from regular fresh air. The nursery offers three types of outdoor play provision. The water garden is an area to explore, which includes a large sand pit, water fountains, bridge and wooden playhouse. The babies explored this area with real delight and enthusiasm; they smile and laugh infectiously in their achievement when climbing over the bridge, which was supported by staff's praise and encouragement. The small outdoor area leads off the pre-school room and is an extension to the older children's learning and opportunity to develop their physical skills. The main outdoor area leads off the main corridor and is a natural grassed environment with wooden logs and a pavilion. All children use this area well and practise their co-ordination and gross motor skills when riding on scooters and kicking balls.

Children are provided with generally healthy nutritional meals and snacks that are prepared on site. The menu is displayed for the parents and regularly reviewed to meet the ongoing needs of the children. Staff discuss any individual dietary needs with the child's parents and the relevant information is recorded and appropriately planned for. Babies' bottles are appropriately stored and procedures for feeding and sleeping routines follow the wishes of the parents. Water and milk is provided with meals and snacks and sometimes during the sessions. However, not all children in the nursery have free access to drinking water during the day; this has a negative impact on their well-being. All children enjoy a social occasion at lunchtime. Children under two years have their meals in the playroom for their comfort and safety. All children are provided with appropriate utensils and use them well. The older children share access to the dining area, staff encourage children's social skills and assist them well, however, there is limited opportunity to further develop more able children's self-help skills, such as 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 and this is supplemented with effective procedures for adults collecting children. The premises are made welcoming to children and parents. A notice board displays relevant policies and useful information for parents. Staff photographs are displayed outside each playroom. All the nursery rooms lead off the main corridor, some benefiting from natural light. Each room is spacious and well presented, however, the temperature in some of the younger rooms is on occasions very warm and this has an impact on children's well-being. The outdoor areas are spacious and provide children with the opportunity to enjoy the outdoors. Each room in the nursery is organised to allow children to make choices and become involved in activities, such as role play and creative activities, or to rest and relax in a quiet area of the room either on large cushions,

settees or in cots, enhancing children's well-being. All children access a range of resources including natural materials. Staff regularly check the equipment to ensure that they remain appropriate for the ages and ability of the children.

Regular risk assessments, both indoors and out, minimise the risk of accidental injury well. For example, before children arrive, staff risk assess the playrooms and equipment and a written record is kept. Good systems are in place to ensure children are kept safe in the event of a fire. Equipment is regularly checked and unplanned fire evacuations are practised so that they become familiar with routines and learn about keeping themselves safe.

Children are well supervised. They are protected from harm as staff have a sound understanding of their role in child protection. They are confident to put appropriate procedures into practice and are aware of the policy in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are very settled and enjoy their time at the nursery. Staff provide a stimulating range and balance of activities, which help children to make progress in all areas of their development. Children up to the age of three make progress and have fun as staff have a reasonable understanding of the 'Birth to three matters' framework. Staff know the children well and respond accordingly to children's individual needs. Children benefit from access to a range of resources and play activities, including planned heuristic play sessions, access to natural resources and regular opportunity to explore with creative materials. For example, children explore confidently when involved in a free painting activity, they rub their hands in it and describe the texture and colour. Children's early language skills are encouraged through singing activities and reading stories. Children are fully engaged in such activities as staff provide supporting materials, such as a prop box. Children communicate their needs well through facial expressions, gestures and spoken words. Staff respond to the children with enthusiasm, consequently close, caring relationships have been developed. Child friendly storage systems promote children's free choice of activities.

Nursery Education.

The quality of the teaching and learning is satisfactory. Staff working with the pre-school children show a generally good understanding of the 'Curriculum guidance for the foundation stage'. Staff know the children well and planning covers the six areas of learning. However, written evaluations of activities do not show individual progress of children's learning and achievements. Staff observe and monitor children's learning which is recorded in each child's development record. The systems in place are up to date, however, do not effectively inform future planning. Large group time is a positive, fun experience for children which they thoroughly enjoy. The staff extend the children's learning through the use of effective questioning; the children respond with enthusiasm and concentrate well during adult-led tasks. During free play time, the staff supervise the children well, however, there are missed opportunities to further challenge the children.

Children are confident and work well with their peers; for example, a child reminded another of the instructions set by the member of staff. Children freely choose activities, which promotes their independence. Children communicate their needs to the staff and more able children can form complex sentences. Children enjoy looking at books and use them correctly; they confidently point out the written words and more able children identify letters of their names

in the books. Children are starting to use mathematical language in play, for example, children count 10 caterpillars, and they describe shapes and colours when looking at butterflies. Children explore daily with creative activities, such as sand, water and paint; they experiment with the materials on offer, for example, when free painting, a child decided to splash paint describing the pattern on the paper as raindrops. Children show an enthusiasm and enjoyment in the recent topic of life cycles. They act out the story of the hungry caterpillar to music; they concentrate and listen well to instructions; the children smile and laugh with enjoyment. Children are developing their physical skills and use small tools, such as scissors, paint brushes and computer mouse with increasing control and co-ordination. However, there are limited resources to effectively challenge more able children's large gross motor skills when climbing; this restricts the opportunity for more able children to test and extend their physical capabilities.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are made welcome in the nursery and their backgrounds are valued. Staff are caring, approachable and sensitive to children's individual needs. They collate relevant information when children start at the setting to ensure that their individual needs are met. Positive role modelling and a range of resources are used as part of the children's everyday play, which promotes positive images of the wider world. They experience regular outings and take part in celebrating events, such as Chinese New Year. Children with learning difficulties are included very well and staff work closely with parents and all the agencies involved so that their needs are met.

Staff have a good understanding of suitable strategies for managing children's behaviour and do so in a very calm and consistent manner. Children are aware of the rules and boundaries through the sensitive reminders from staff. Staff are extremely good role models, consequently, children's behaviour is good. The older children are polite and well-mannered, regularly saying please and thank you without any reminders from staff. All the children are learning to share and take turns, and gain an understanding of others around them. Most of the older children have developed warm friendships with others in their groups.

Partnership with parents and carers is good. On admission of children to the setting, parents are given a detailed information pack. This includes policies and procedures, routines, activities, and the additional services available within the community and within the Sure Start centre itself. Detailed information is obtained from parents prior to the child commencing at the setting; the information is used to ensure children's home routines are followed and to encourage a smooth transition from home to nursery. Parents are provided with regular newsletters in addition to daily discussions with staff. A daily diary is completed for the babies, informing parents about the bottles and food they have eaten, sleeps they may have had, and anything else pertinent to their care and welfare. Parents can request to see the full operational plan, including all written policies and procedures. However, there are no clear details displayed or within the prospectus should a parent wish to contact the regulator. Parents whose children receive nursery education are generally well informed about their education. A written explanation of the Foundation Stage curriculum is provided within the prospectus. In addition, the news brochure displays photographs of the work and outings the pre-school room have been involved in. However, information obtained on the initial meeting with parents is not sufficient enough to help staff plan for the child's education. Informal review meetings are regularly arranged to discuss the children's progress and share the written records.

Organisation

The organisation is satisfactory.

The nursery is well organised and space is used effectively to provide a warm, secure and stimulating environment for the children. Different areas within each room enable children to play independently or with others. The flexible routine incorporates time for quiet play and rest. This ensures their specific needs are met appropriately. Staff working with children under three years of age have a satisfactory awareness of the 'Birth to three matters' framework and use it generally well to support their practice. However, individual developmental progress of some children is not all up to date. Staff are suitably qualified and they are generally well deployed to ensure safe levels of care and supervision. However, on occasions, younger children from the two baby rooms are grouped together and this gives them limited space to explore. The setting has well presented policies and records that are designed to keep children healthy and safeguard their welfare, for example, child protection and incident records.

The leadership and management is satisfactory. The manager shows a commitment to the professional development of the team and has a clear vision for the development of the nursery and supporting practices. She is a positive role model to staff and is well motivated and enthusiastic. The staff as a whole work well as a team and are committed to the ongoing development of the nursery. Staff with suitable experience and understanding of the Foundation Stage are deployed well. Additional support is provided for staff who deliver the curriculum. Regular staff team meetings and individual supervisions have a positive impact on the running of the setting. Appropriate recruitment and selection procedures are in place and new staff are inducted well in order to safeguard children.

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

Improvements since the last inspection

At the time of the last inspection the provider was asked to continue plans to modify existing assessments to ensure that individual children's progress is identified more clearly through the stepping stones. Although the provider has implemented some changes, they are not fully effective in monitoring and assessing children's development, and a recommendation has been raised at this inspection.

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 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 fresh drinking water is available to children at all times
- review the organisation of mealtimes to provide more able children with the opportunity to develop their self-help skills (also applies to nursery education)

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):

- further develop the written evaluation of activities to show individual progress of children's learning and achievements
- further develop resources to promote children's gross motor skills.

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