

# Teesdale Childrens Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	305998
<b>Inspection date</b>	25 April 2007
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<b>Setting Address</b>	Pearson House, Pearson Way, Thornaby, Stockton-on-Tees, Cleveland, TS17 6PS
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<b>Registered person</b>	Nunthorpe Nurseries Group Ltd
<b>Type of inspection</b>	Integrated
<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 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 outstanding.

### WHAT SORT OF SETTING IS IT?

Teesdale Children's Day Nursery has been registered since November 1997. It is located in the riverside area of Teesdale Park, Stockton on Tees and serves the local and surrounding areas. The nursery operates from a purpose built unit with four activity rooms plus a secure outdoor play area.

There are currently 71 children on roll. This includes 10 funded three year olds and five funded four year olds. There are procedures in place to support children with learning difficulties and disabilities, currently there are no children on roll with learning difficulties or disabilities.

The nursery opens five days a week all year round except for bank holidays. Sessions are from 07.45 to 18.15.

There are nine full time staff working with the children including the manager and deputy manager plus four part time members of staff and a nursery cook. Two members of staff hold a Level 5 qualification and five members of staff hold a Level 3 qualification in childcare and eight staff members have a Level 2 qualification and are working towards a Level 3 qualification. The nursery receives support from a teacher from the local Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn about effective personal hygiene practices. They listen carefully to instructions from staff about correctly washing their hands, drying them and disposing of paper towels. Children demonstrate these skills by independently using the resources and equipment available to them, such as soap, low level sinks and low level toilets. Good hygiene practices are followed by all staff and students, such as using appropriate cloths to clean spillages and prepare surfaces for eating and using different coloured aprons for different tasks, therefore preventing cross-infection and promoting children's well-being.

Children are kept free from infection through the implementation of an effective sick child policy, which includes a list of infectious diseases and incubation periods. Children's ongoing health needs are promoted very well. Knowledgeable staff quickly respond to children's accidents and record details appropriately within the accident book. This information is shared effectively with parents for continuity of care. Accident records also include a reminder to staff to inform the regulator of any significant accidents, further protecting children's health. Permission for administering medication and emergency treatment is sought from parents. Medication records are effectively maintained and parents sign to acknowledge entry. All staff hold current first aid certificates. This ensures children's health needs are well met.

Healthy eating is very well promoted. Children receive varied and nutritious meals and snacks and have fresh fruit each day. Drinking water is readily available throughout the day. The staff, parents and cook work well together to ensure they are aware of and meet any special dietary requirements. During mealtimes good hygiene practices are implemented, for example, staff wear aprons when preparing and serving meals and set a good example as they wash their hands before preparing snacks or serving meals.

Children enjoy a range of physical activities that contribute to their good health. Daily activities include opportunities for children to play outdoors, in all weathers. Children manoeuvre tricycles around the play areas well, skilfully balance on beams and climb on the climbing frame with ease. Younger children enjoy playing on the sit and ride toys. Children can rest or be active according to their individual needs.

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

The provision is good.

Premises are welcoming and friendly to children, parents and visitors. Children play in a very safe and secure environment which promotes children's independent play. Good security measures are in place within the nursery to ensure children are not able to leave the premises unaccompanied. Staff are especially vigilant and children are supervised at all times. Clear and comprehensive risk assessments are carried out to ensure all safety issues are checked and well maintained. This means children are able to move around safely, freely and independently.

Children have access to a good range of safe, well maintained, age and stage relevant activities and resources. These are stored in appropriate storage containers encouraging children to access additional resources independently and safely. Domestic style furniture is available for younger children, assisting them to develop their mobility.

Staff have good understanding of their role and responsibilities under child protection and have attended training in this area. Comprehensive procedures are in place, including the procedure to be followed in the event of an allegation being made against staff. This means the welfare of children is protected.

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

The provision is good.

Children arrive happy at nursery and settle well. They are confident communicators and hold conversations for extended periods of time. This is well supported through good adult-to-child interactions. Children have positive relationships with staff and are developing their relationships with each other. Staff are interested in what children do and say and join in with their activities appropriately in order to promote children's all round development.

Children have access to a variety of activities that are well planned by staff. There is a good balance between adult-directed and child-initiated activities. Plans for younger children incorporate the 'Birth to three matters' framework. Staff have received training in this area and are implementing the framework competently, for example, children explore natural sensory materials in treasure baskets, walk with bare feet on spaghetti and bubble wrap and enjoy washing clothes and hanging them on the line to dry. Babies are settled and they relate well to staff within their rooms. This has a positive impact on their sense of security. Children's communication skills are developing well as staff respond well to babies early vocalisations and talk and listen to children during their play.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff have an exceptionally strong understanding of the Foundation Stage. There is an effective key worker system in place and an interesting, stimulating and varied programme of activities is planned across the curriculum, based upon the children's individual interests and learning needs. The pre-school room is set out extremely well, creating an exciting, interesting and accessible learning environment and activities are very well prepared. Assessment records are completed regularly and children's progress is linked to the stepping stones. They are dated to show children's individual progress and are used very well to inform planning in order to meet children's individual learning needs. Planning shows differentiation of activities to ensure staff promote learning opportunities for those children who are less able or effectively challenge more able children. Staff encourage children to make their own decisions and support this through lots of meaningful encouragement and positive praise. They use effective questioning to extend children's learning.

Children are extremely confident, they settle quickly to activities and concentrate for extended periods of time. They have very good relationships with staff and each other. Children are exceptionally well behaved and take turns and share fairly, this is actively supported by staff. They talk confidently about their home lives and are developing a very good understanding of other countries and cultures. For example, they celebrate Chinese New Year and St George's Day and take part in regular Spanish lessons. Children have excellent opportunities to explore and investigate throughout their nursery day. This is enhanced by the nature table, which provides children with the opportunity to investigate natural objects, such as logs and mini beasts. Children confidently demonstrate their self-care skills as they pour their own drinks, put on their own coats and sun hats. This is further extended as children prepare the tables for lunch. They put on the table cloths, count how many children there are for lunch, ensure the right amount of chairs are available, set the table and serve their own lunch and drinks extremely

well. This is enthusiastically supported by staff, who use appropriate questioning to extend children's thinking and learning. For example, 'how many more chairs might we need?'. Children are able to manage their own personal hygiene and understand why they need to wash their hands and clean their teeth.

Children speak clearly and confidently and hold conversations for extended periods of time. They communicate extremely well with staff and each other and use language for thinking, for example, as they talk about what will happen as they 'paint' the fence with water in the sun. They confidently link sounds to letters as they talk about the initial letter sound of words. Books are readily available; children handle them well, holding them the right way and turning pages correctly. They listen attentively during informal story sessions and enjoy retelling the story of 'The Hungry Caterpillar'. Children have exceptionally good writing skills, most children are able to hold their pencils correctly, form recognisable marks, write their own names and with adult support write labels and captions for their own work.

Children have access to a computer and use programmable equipment well. For example, they use the camera to take photographs of their local environment. They are developing understanding of number and use counting successfully within daily activities. Children confidently count objects up to ten and beyond. They enthusiastically use their own methods to solve problems within their day. For example, they work out how many chairs they need for all children to have a seat at lunch time, precisely instructing each other of how many more chairs they will need, through out the task. Children learn about shapes and are using size language appropriately. For example, 'I will have the big star shape and you can have the small triangle.'

Children extend their physical skills well through a variety of experiences including daily use of the outdoor area and walks to the local duck pond. They ride on tricycles skilfully and confidently balance along low level beams and mount climbing equipment with alternative feet. They are developing a good sense of space as they sit together for story time. Children construct with a purpose in mind on a large and small scale and have good levels of hand-eye coordination as they confidently use scissors and small tools. They successfully enjoy making a volcano and watch earnestly as it 'erupts'. They recognise and can name many colours and mix them to create other colours as they explore creative materials, such as paint, glue and corn flour. Children use their imagination very well, for example, they hide from the crocodile who is trying to eat them up. They have access to a range of musical instruments and sing and dance spontaneously throughout the day.

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

The provision is good.

All children are welcomed into the setting and participate fully in all activities because staff know children well and value and respect their individuality. A review of the equal opportunities policy has been completed and includes procedures for caring for children who speak English as an additional language. Children access a good range of activities and resources which increase their awareness of diversity and develop a positive attitude to others. However, activities and resources could be further developed for children under three. Children learn about the local community as they take part in outings and receive visitors to the setting. For example, they enjoy regular walks to the local duck pond and shops and have lessons from a local Spanish teacher. The nursery has clear procedures in place to support and integrate children with physical disabilities and learning difficulties. The named coordinator has completed relevant training.

Children are extremely well behaved. There is a clear behaviour management policy in place, which is fully implemented by staff. Children are actively encouraged to share and to say sorry to each other. Staff use positive strategies for managing children's behaviour and children receive lots of positive praise and encouragement. This means children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. Children benefit from the extremely positive partnership staff have developed with their parents. Information about the child's individual needs is actively sought from parents before the child starts. Information is displayed on notice board and room doors and written details about the setting, activities, learning links to home, the Foundation Stage and the 'Birth to three matters' framework is issued to them. Parents receive regular written reports about their child's progress, in relation to the early learning goals, and have regular opportunities to formally discuss their child's progress. The setting's policies and procedures are readily accessible to them and information about the topic and how they can link learning at home is displayed for their attention. Parents are fully involved in the initial assessment of their child's learning, informing staff of previous learning, enabling staff to build on the child's existing skills and interests. This ensures that children's individual and learning needs are effectively met and developed.

## **Organisation**

The organisation is good.

The nursery staff provide a very well organised environment which contributes to the children being happy and settled. Space indoors and outdoors is well used to cater for all the children's play needs. This means children are able to move around their rooms independently. There is an effective key worker system in place and adult-to-child ratios are correctly maintained. There are clear staff recruitment procedures in place and all staff have been thoroughly vetted. Vetting procedures also include a health check list, ensuring staff are physically fit to care for children.

There are detailed, comprehensive policies and procedures in place. They are shared with staff and are readily available to parents. There are clear systems in place for the sharing of information with parents about the service, their child's activities and routines. All required documents are available and they are stored confidentially.

The leadership and management of the nursery education is outstanding. All staff have early years qualifications and all have up to date first aid certificates. The management actively encourage staff to attend relevant training opportunities. The knowledge gained by staff is used to enhance the care that is given to children. The management have very high expectations of staff and are extremely proactive and committed to improving and developing the provision. Staff have an excellent knowledge of the Foundation Stage and how children learn and work extremely well as a team to provide a vast range of interesting, stimulating and meaningful activities. There is a staff appraisal system in place and weekly staff meetings are held. The manager also evaluates activities and planning regularly, ensuring they meet the needs of all children and that children are progressing appropriately towards the early learning goals. All staff work closely with the advisory teacher from the local Sure Start and work in partnership to constantly develop and improve their practice and outcomes for children. The nursery is fully committed to improving care and education for all children and to promoting an inclusive environment in which every child matters.

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

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

Since the last inspection the provision was asked to improve the provision for fresh drinking water by making it more accessible for pre-school children and to provide domestic style furniture in rooms where children under two years are cared for. Drinking water is now readily available throughout the day in all rooms. Domestic style furniture is now available, assisting younger children to develop their mobility. The provision was also asked to review the equal opportunities policy to include procedures for caring for children who speak English as an additional language and make resources which reflect diversity more accessible for children under three years. The equal opportunities policy has now been reviewed and includes procedures for caring for children who speak English as an additional language. Resources have been developed to reflect diversity for most children, however, resources could be further developed for children under three years.

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

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.

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 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 outstanding.

### **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):

- further develop resources which reflect diversity for children under three years.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)