



Billingham Childrens Day Nursery

Inspection report for early years provision

Unique Reference Number	305924
Inspection date	21 September 2005
Inspector	Pauline Pinnegar
Setting Address	Hale Road, Billingham, Cleveland, TS23 3ER
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Registered person	Nunthorpe Nurseries Group
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?

Billingham Children's Day Nursery was registered in September 1995. It operates from a portacabin type building which is situated in the grounds of Billingham Sixth Form College in the Low Grange area of Billingham. The facility serves the local and surrounding areas.

A maximum of 50 children may attend at any one time. The nursery is open each weekday throughout the year from 07.45 until 18.00; children can attend a variety of

sessions.

Children are cared for in four rooms. A fully enclosed outside play area is available for outdoor play.

There are currently 50 children on roll aged from 6 months to 4 years, of which three receive nursery education funding. There are suitable procedures in place to support children with special needs.

The nursery employs 10 staff, all of whom have appropriate early years qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The nursery environment is warm, clean and suitably maintained. Staff understand the importance of systematic implementation of clear health and hygiene procedures, so that children stay healthy. Children develop good hygiene practices within everyday routines, for example, when they wash their hands before snack.

Children are well nourished, and enjoy a varied menu of freshly cooked food. Mealtimes are relaxed and sociable occasions for children under 3 years. However, due to the organisation of the lunch time period in the pre-school room, it is not possible for all children to participate as a group in this activity. Children are encouraged to become independent in feeding themselves. Babies enjoy physical closeness and eye contact as they are given a bottle. Parents' wishes are carefully considered so that children's individual health and dietary needs are met. However, feeding bottles are not all clearly labelled to ensure there is no risk to children's health by giving the wrong bottle to the wrong child. Children are offered drinks frequently and older children are able to access drinks independently throughout the day from jugs of fresh drinking water.

Older children freely access outdoor play each day directly from one of the playrooms. They enjoy running and chasing games, using the outdoor play area and weekly dance sessions to explore movement. They ride bikes, throw and catch balls, balance and climb; they learn to control their bodies. Babies do not have access to domestic style furniture to assist their mobility, but have sturdy toys to push along; staff support them very effectively to develop and extend their physical skills. Children are taken for walks in the local community.

Children learn to express and manage their own needs well. Staff liaise closely with parents of younger children to establish a shared understanding about their care needs. They recognise the signs of tiredness in babies and respond appropriately, so that their need for sleep and rest is met appropriately. Children are made to feel special, as they enjoy lots of cuddles and gentle conversation with well known staff.

The quality of babies' and toddlers' experiences is enriched by staff awareness of,

and planning based around, the Birth to three matters framework.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's risk of accidental injury is minimised, as staff conduct clear daily risk assessments to reduce potential hazards. Security precautions, ensuring all visitors to the nursery are monitored, and well-defined collection arrangements, increase their safety. Health and safety procedures are implemented effectively to promote children's safety and staff roles and responsibilities within fire evacuation procedures are clearly defined.

Staff have a clear awareness of how to achieve a balance between freedom and setting safe limits. They skilfully explain safe practices and reinforce expected behaviour, like tidying away toys. Good supervision encourages children to behave in caring and responsible ways. Consistent reminders about rules help children begin to take responsibility for keeping themselves safe, for example, as they wipe spilt water from the floor at the water tray and older children demonstrate a good awareness of road safety.

Children have access to sufficient, safe space to allow them to enjoy a wide variety of activities. They use a varied range of suitable resources, which are safely accessible for them to access independently. They move around freely and safely as they develop their own play activities.

Children are cared for by staff who give high priority to protecting children and keeping them safe; they are sensitively encouraged to share their feelings and make their needs known. Staff's clear understanding of their responsibilities within child protection procedures help to ensure that children are effectively protected and their welfare safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure in the nursery. New children are helped to settle by staff who get to know them and their parents well and are sensitive to their individual needs; babies receive lots of cuddles, warm conversation and physical closeness. They play contentedly with each other, learning to share and be with others. Caring relationships develop children's self-esteem and attentive support and warm interactions give them confidence to explore and enjoy the nursery environment.

Staff use early years guidance effectively, such as Birth to three matters, to provide interesting and engaging daily experiences for children. Children develop independence as they choose their own resources and activities; their curiosity is stimulated and they are motivated to learn.

Nursery Education

The quality of teaching and learning is good. Children are self assured in their play and confident to try out new experiences, supported by staff who have a sound knowledge of the Foundation Stage. Activity planning covers all areas of learning so that children enjoy a balanced range of daily experiences.

Children love coming to the nursery, they make friends, and learn to be caring towards others. They develop self-confidence and self-esteem and learn to concentrate and persevere with activities they enjoy. They play cooperatively, developing imaginary games and learning to share and take turns.

Children are confident communicators. They enjoy a print rich environment, listen attentively to stories and write for real purposes in their role play, for example, as they play in the travel agents; Children can recognise their name and are beginning to recognise letters through activities such as letter of the week and using jolly phonics. Children count to five and use numbers confidently in everyday activities. They use comparative size and positional language independently in their construction play. However, opportunities to develop children's calculating skills to improve their ideas to solve practical problems are limited.

Children are interested in the world around them; they plant and water sunflowers, observe buildings on their route to nursery as they go for walks in the local community They share home experiences and have some opportunities to learn about other cultures. Children enjoy singing rhymes and using musical instruments rhythmically at group time. They have opportunities to use their bodies to express themselves as they participate in dance sessions. Their fine motor skills are enhanced as they enjoy small world play, paint and learn to use cutlery.

Staff find out about children's interests and needs, and interact with them effectively to reinforce and consolidate learning. Assessments are clearly linked to the stepping stones; staff observe children's progress and achievements in their daily experiences. However this information is not transferred effectively into planning documents to ensure the next steps in individual children's learning. The play room is organised well to allow children to access resources freely and select their own choice of activity independently.

Helping children make a positive contribution

The provision is good.

Staff value and respect children's individuality; they develop a strong sense of belonging and participate enthusiastically at group times. Children are encouraged to take responsibility for their own behaviour, and become aware how their behaviour can affect others. They play together very harmoniously; they learn to think about their own needs and the needs of others as they take turns and are helped to resolve difficulties together. Children tidy away toys as they finish playing.

Children have good opportunities to learn about themselves, each other and the world about them through planned activities and visitors to the nursery. This positive approach fosters children's spiritual, moral, social and cultural development.

Parents' views about their child's needs and interests are sought and kept updated, so that children's needs are met. Staff ensure effective communication with all parents and develop shared strategies to ensure consistency with home. Liaison with parents of babies and toddlers is very good; staff talk informally with parents each day and use daily feedback sheets to share information about routines and activities.

Parents of older children receiving funded education are given information sheets of how to support the theme at home, which they find both interesting and useful. This has a very positive impact on their ability to support their child's learning. Assessment records are formally shared with parents, so parents are clear how their child is progressing. A parent pack ensures parents are informed about the Foundation Stage. Activity sheets relating to the current topic encourage parents to talk with their child, and to link what they are learning at nursery with home experiences. An effective partnership is established with parents overall.

Organisation

The organisation is good.

Children's care and education are enhanced by good organisation and strong leadership. Staff very effectively promote children's welfare, enabling children to participate actively and make good progress within an organised and safe environment.

Staff are motivated to develop and improve their practice and work together very effectively as a committed team. Children's experiences are significantly enhanced by staff's access to appropriate training and development opportunities. Clearly established monitoring and evaluation processes enable staff to identify strengths and areas for improvement, so that children make good progress.

Children are protected by the staff's clear understanding of all required policies and procedures. Effective induction procedures and use of staff appraisal help to ensure that the comprehensive policies and procedures are consistently applied. Staff are appropriately vetted and have suitable skills and experience to work with children. All the required documentation which contributes to children's health, safety and wellbeing is in place and is regularly reviewed. Parents' wishes regarding their child's care influence day-to-day practice, and clear written agreements are recorded.

Overall, the provision meets the needs of all children who attend.

Improvements since the last inspection

At the last inspection the provider was asked to ensure meal times allow flexibility for babies' sleep patterns and pre-school children arriving for afternoon session. They were also asked to ensure the visitors book is maintained. Meal times for babies now allow flexibility, ensuring children's individual needs are met. However, although meal times are flexible in the pre-school room they do ensure all children enjoy this sociable occasion fully. The visitors book is maintained to ensure children's safety.

The group was also asked to develop children's independence at meal times. The pre-school children now help to prepare the table for lunch putting out their own place mats and pouring their own drinks. At snack time they choose what they want to eat helping themselves to food. All these activities promote children's independence and self-esteem.

Complaints since the last inspection

A concern was raised against National Standard 2: Organisation, regarding insufficient staff supervising children and a concern around the security of the building. The provider was asked to submit a report. The report was reviewed by Ofsted and the provider continues to be registered.

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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 all feeding bottles are clearly labelled for each child
- organise meal times in the pre school room to ensure it is a sociable occasion for all children
- ensure all resources and equipment are well maintained and obtain some domestic style furniture in the baby room to assist children in developing mobility and continue normal life experiences.

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):

- provide further opportunities for children to develop their calculating skills in order to improve their ideas when solving practical problems
- develop the links between planning and the next steps for individual children's learning.

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