



Ashfield Nursery & ELC

Inspection report for early years provision

Unique Reference Number	EY242765
Inspection date	25 May 2005
Inspector	Jacqueline West
Setting Address	South Tyneside District Hospital, Harton Lane, South Shields, Tyne and Wear, NE34 0PL
Telephone number	0191 4557777
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Registered person	Ashfield Nursery and ELC 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 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?

Ashfield Day Nursery and ELC opened in 2002. It is one of three nurseries run by Ashfield plc. It operates from four rooms of a single storey purpose-built building. The nursery is situated within the grounds of South Tyneside District Hospital.

A maximum of 72 children may attend the nursery at any one time. The nursery is open each weekday from 7:00 - 18:00 for 50 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 140 children aged six weeks to seven years on roll. Of these children 29 receive funding for nursery education. Children come from a wide catchment area. Children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and children who speak English as an additional language.

The nursery employ 20 staff and 19 of the staff, including the manager hold appropriate early years qualifications. Six staff are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The environment is clean, warm and welcoming with a good level of hygiene maintained throughout. Children's health within the setting is supported appropriately however staff are not always active in helping children to understand the reasons behind their actions, for example why they need to wash their hands before lunch.

Children are provided with nutritious meals and snacks which they enjoy. One the whole children's dietary needs are met. All children are gaining independence when feeding themselves. There is limited opportunity for children aged one to five years to fully develop their social skills at such times due to the ineffective deployment of staff. All children are provided with regular drinks.

All children move freely and confidently around the available space. Children enjoy a range of activities that contribute to their health. Most children are enthusiastic in their approach. Children aged one to five years have regular opportunity to develop their physical skills and are involved in outdoor play including climbing, running and playing with bats and balls. Children under one year have limited opportunity for outdoor play. All children have limited opportunities to participate in outings to places of interest.

There are comfortable areas available should the children wish to rest or sleep. The babies under one have clear sleep routines which are discussed fully with the parents. Staff in this room work very hard to ensure home routines are carried through.

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. Children move around the environment, freely and independently. The individual rooms are set out well and in accordance to the children's needs. Children can participate in activities safely as furniture and resources are of an appropriate size. Risk assessments are not vigorous enough when ensuring risks to children are minimised effectively. Children's understanding of keeping safe is satisfactory however could be

extended through discussions initiated by staff.

Children are protected by staff who the majority have attended training and demonstrate an understanding of child protection issues. The written procedure is shared with the parents. A number of staff have completed an appropriate first aid course including training for infants and babies.

All children have access to a variety of equipment. Babies under one year have use of good quality equipment. It is easily accessible, appropriate and effectively in assisting children's individual development. All children have the opportunity to access toys independently. They are organised into accessible storage boxes, some which are clearly labelled.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are happy, secure and settled. Children enjoy their time in the setting and part readily from their carers. Younger children are beginning to work well together. Older Children are confident when interacting with their peers. Children under one year progress very well as staff recognise individual needs and respond accordingly. Staff provide a safe, calm and relaxed environment following the children's lead as they explore their environment, people and resources. Adults and babies are physically close and make regular eye contact. Staff provide good opportunities for early 'conversation' between adults and babies; and one baby and another.

Children aged two to five years are effective communicators. They are steadily developing their communication skills. Older children are competent speakers. The speaking and listening skills of children aged one to two years are not fully developed through the lack of staff interaction.

Children with special needs are included in activities and generally enjoy their time at the setting. Staff receive support from outside agencies however demonstrate limited knowledge themselves of how to cope and fully include children with special needs. On occasions the children are included as part of the routine however gain little from the particular activity, for example at story time limited visual aids or hand gestures are used to help engage the children. Assessments are not effective when monitoring the progress children are making.

Overall children have the opportunity to engage in a variety of activities which are generally purposeful and aid development, however could be extended further with purposeful interaction from staff. Children are excited and eager to learn however staff do not aid children's excitement when engaging them fully in all learning experiences. Staff have attended training on birth to three matters. They demonstrate a satisfactory understanding of the framework.

Nursery Education

The quality of teaching and learning is satisfactory. Activities and experiences

generally cover the six areas of learning.

Children are interested in all activities however are not sufficiently challenged. They are confident to speak in a group and show confidence when sharing experiences. The children are well behaved and know right from wrong. Children are very aware of the routine and rules within the set area, for example you must wear a band when playing in a particular area. Children are provided with insufficient challenges when developing their writing skills due to limited resources. Children do not often independently approach the book corner; the resources are limited and are of poor quality. Children do enjoy story time and they sit well, concentrate and listen. The Mathematical area is adequately resourced. Children can count and match when counting to 10. Children use mathematical language in their play. Children have access to a good selection of construction materials.

Staff time is not used effectively when enhancing children's learning fully, they are unsure of the outcomes for each activity. Children's development files have limited use as they are not up to date. Staff lack knowledge of how to fully extend more able children resulting in planning, assessment and evaluations being ineffective.

Helping children make a positive contribution

The provision is satisfactory.

Staff welcome the children and parents into the setting. Children's spiritual, social and cultural development is fostered. Children access some resources and activities that promote a positive view of the wider world. Children are generally well encouraged to develop an understanding of others. Older children show care and concern for others however this could be developed through more meaningful staff interaction.

The needs of all the children are met but at varying levels. The needs of babies under one are met with high regard. The staff work well as a team and are very good role models for the babies. Children aged one to two are cared for as a group rather than individually resulting in more able children not being sufficiently challenged. The organisation and knowledge of staff is ineffective when fully meeting the needs of children with special needs.

Children are well behaved. They are aware of the rules and boundaries. Staff demonstrate an understanding of effective ways in managing children's behaviour.

The quality of partnership with parents and carers is satisfactory. Parents are informed through a regular newsletter of themes and activities promoting continuity of learning at home. Plans are displayed within the room which parents can see to further inform them of children's learning; however these are not consistently followed. Parents meetings give parents an appointed time to learn about their children's progress and the care they receive, however daily verbal feedback is not always given which can have an impact on continuity of care. Parents are not made fully aware of how the key worker system works and the specific routines for individual rooms.

Organisation

The organisation is satisfactory.

The quality of the provision overall is satisfactory in meeting the needs of the range of children for whom it provides. The organisation of the resources, routine and staff time in the baby room is strong and effective. The deployment of staff at meal, snack and toilet times within the rest of the nursery results in missed opportunities for the children to develop their learning, independence and social skills.

The documentation is well organised and detailed however does not fully reflect all the practices in place. The induction procedure is effective and provides sufficient support when helping staff to become aware of the routines. Staff have regular access to ongoing training some of which enhances their knowledge.

The quality of the leadership and management of the nursery education is satisfactory. The manager shows a commitment to the professional development of the staff, encouraging training in all areas. She has an understanding of the Foundation Stage and is available to help staff with planning should they request it. Children are not sufficiently challenged individually due to the ineffective procedures for monitoring, planning and the implementation of these to fully inform future plans.

Improvements since the last inspection

At the last inspection the nursery was asked to review the induction procedure. Progress has been made to ensure staff have a sound understanding of the policies and procedures and are able to effectively implement them. The risk assessment was to be reviewed. Limited progress has been made.

Complaints since the last inspection

Since April 2004 Ofsted has received one complaint relating to National Standard 2: Inadequate staff/child ratio's in baby room. A provider investigation was carried out and no action was required. The registered person remains qualified to provide day care.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

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):

- review the routine to ensure that children benefit from purposeful staff interaction.
- review written systems to ensure that vigorous risk assessments are completed.
- increase staffs knowledge to enable them to effectively meet the needs of children with special needs.

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):

- increase staffs knowledge to enable them to effectively challenge older and more able children.
- organise time and resources effectively to enable children to progress fully.
- develop procedures to effectively monitor the positive impact of observation and evaluation to inform future planning.

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