

# Tynemouth Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	310214
<b>Inspection date</b>	24 September 2007
<b>Inspector</b>	Cathryn Parry
<b>Setting Address</b>	2 Preston Avenue, North Shields, Tyne and Wear, NE30 2BS
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<b>Registered person</b>	Tynemouth Nursery Group Limited
<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 good.

### WHAT SORT OF SETTING IS IT?

Tynemouth Nursery is one of five settings run by Tynemouth Nursery Group Limited. It opened in 1999 and operates from purposefully converted residential premises. It is situated in the residential area of North Shields in Tyne and Wear. A maximum of 67 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year, except for public holidays. All children share access to an enclosed outdoor play area.

There are currently 98 children aged from six weeks to under five years on roll. Of these, 14 children receive funding for nursery education. The nursery serves the local community and wider area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 17 members of staff. All of these hold appropriate early years qualifications and eight are working towards a further qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children flourish as they access good opportunities for physical play. This includes using age-appropriate climbing equipment in the nursery garden and enjoying sit and ride toys. They develop and test their physical skills through stimulating daily indoor and outdoor experiences, such as using low-level balancing beams. Children are encouraged to develop their body awareness through planned and spontaneous music and movement activities. An example of this is where they enjoy a visit from a singing and signing teacher every two weeks. Children are active or restful through choice and babies sleep in-line with their individual needs and parents' and carers' wishes. Their well-being is enriched through accessing a nutritious diet. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. These include vegetable chilli and rice, tomato and lentil soup and baked cod. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up to date. These positively safeguard children's well-being.

Children are cared for in a well-maintained environment where toys and equipment are cleaned regularly. The staff set a good example as they explain to the children why they must wash their hands after wiping someone's nose. They promote positive practice to prevent the spread of infection and keep children healthy. This includes wearing disposable gloves and aprons when changing nappies. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Brushing teeth after lunch and hand washing form an integral part of their routine. Children are assured of receiving appropriate care and treatment if they have accidents, as all staff have attended first aid training. Clear records are kept in respect of accidents and medication and these are shared with parents and carers.

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

The provision is good.

The premises are made welcoming and friendly to children, parents and carers. Children are safeguarded well as the nursery is secure at all times. This is supplemented with effective procedures for adults collecting children, including the use of a password system and an intercom and camera at the front door. Children's play is enhanced as they have play areas which are large enough for them to move freely with separate areas for different activities. Large windows enable children to benefit from natural light whilst playing indoors. Their knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities and regular fire drill practises. This positively contributes to children developing a sense of danger and how to keep themselves safe. They are able to explore safely using well-maintained resources. These are bought from reputable suppliers and are suitable for the ages and stages of development of the children attending.

Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. This includes smoke detectors, safety gates and electrical socket covers. Regular risk assessments, both indoors and outdoors, minimise the risk of accidental injury effectively. Those who go on outings are kept safe as staff are vigilant and discuss hazards, such as not talking to strangers. Children are protected well as staff have attended child protection training and demonstrate a sound understanding of associated issues. All

required procedures and documentation are in place to ensure that children's welfare is safeguarded and promoted.

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

The provision is good.

Children enjoy their time at the nursery and are eager to participate in the variety of activities provided. These include sharing books, exploring the small ball pool and playing with the trains and track. Staff have attended training on the 'Birth to three matters' framework and implement this positively with the younger children. They plan monthly in advance and regularly record children's progress in their individual developmental files. However, they do not use the information gained from observations to inform future planning. This has a negative impact on adapting the planned activities to meet individual needs. Children's self-esteem and sense of belonging are encouraged as their art work and photographs are displayed throughout the nursery. Staff offer appropriate levels of help and support to ensure that all children receive maximum enjoyment out of the activities. Children move freely and confidently around the setting and show good spatial awareness as they safely manoeuvre wheeled toys. Staff are enthusiastic and activities are undertaken with a sense of fun. This includes telling children stories in an animated manner and taking part in an obstacle race. Effective use is made of the local area whenever possible, giving children a breadth of opportunities. An example of this is where they visit the farm. Children show an awareness of shape as they complete puzzles. They delight in using their imagination, for instance as they play with the small world figures pretending the sheriff is guarding the cowboys in the jail. Babies' interest is encouraged through a wide variety of man-made and natural resources.

### **Nursery Education**

The quality of teaching and learning is good. Displays, photographs and previous plans show that all areas of learning are being covered. Daily calendar activities develop children's understanding of the passage of time. They use information and communication technology to support their learning, for example when they use the till in the role-play shop and a computer to complete matching games. Children's communication skills are fostered well through various activities, including songs and rhymes. This results in good interactions between themselves and the staff. Children also enjoy weekly Spanish lessons. They have a growing understanding of the world that they live in through a range of well-planned and spontaneous experiences. These include observing caterpillars developing into butterflies, planting and nurturing flowers and vegetables, and exploring the snow. Children enjoy mark making. The pre-school room has a range of associated resources, including pencils, crayons and felt tip pens. However, they are not all easily accessible to the children and are not strategically placed to encourage writing in different areas, for instance in the pretend shop. This has a negative impact on children spontaneously exploring writing and being aware of its various uses. A variety of creative activities, including painting, cutting and sticking, promote children's self-expression whilst having fun. Their mathematical thinking is encouraged as they weigh ingredients for baking and participate in a range of sorting and matching games. Children in the pre-school are happy and confident. They are fully involved and interested in their play. They have settled very well into the nursery environment.

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

The provision is good.

A short induction period, including visits with parents and carers, enables children to settle into the new environment. This is tailored to meet individual needs. Children's spiritual, moral, social and cultural development is fostered. The staff's confident approach to equal opportunities actively contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources, including dolls, books and jigsaws, showing positive images of people from different cultures and those with disabilities. Staff also celebrate some festivals with the children that represent their own and other cultures, such as Christmas, Chinese New Year and American Independence Day. Children are given opportunities to explore their feelings through a range of activities. These include the use of puppets and faces showing a range of emotions, such as happy and sad. Staff have some experience of caring for children with learning difficulties and disabilities and show a positive attitude to providing an inclusive environment. They have attended some associated training and are keen to liaise with other professionals to meet children's individual needs.

The partnership with parents and carers is good. Parental feedback is encouraged in a variety of ways, including questionnaires. This gives the provider the opportunity to evaluate the care and education offered in order to continually improve the service. High emphasis is put on partnership with parents and carers, which has a positive impact on children's overall well-being. This includes inviting them into the setting, for instance, one child's father was a pilot and came to talk to the children. Another parent was a vet and organised a veterinary nurse to visit the setting. Consequently, children's experiences and knowledge are extended. The staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Children are learning to play harmoniously together and show care and concern for one another, for instance, as they give each other a hug to say they are sorry. They are encouraged to consider the consequences of their words and actions for themselves and others.

## **Organisation**

The organisation is good.

Leadership and management is good. The manager shows a commitment to the professional development of her team, encouraging training in all areas. She complements this by furthering her own qualifications in order to improve her knowledge and understanding of childcare and education. The manager is enthusiastic and demonstrates a passion for the nursery, the staff and children. She, along with the owners of the provision and the area manager, recognises and values the staff as a being a key asset to the nursery. Consequently, this has a positive impact on the high quality of care and education provided. Staff meetings and individual appraisals enable the manager to identify any issues and positively address them. They also foster effective team work. The manager has a clear understanding of the 'Birth to three matters' framework and the Foundation Stage, which enables her to foster good practice throughout. All legally required documentation is in place and implemented well. This positively contributes to children's overall well-being.

Children's play opportunities are maximised through the effective organisation of space, time and resources. Thoughtful planning of the layout of the nursery enables children to socialise in their peer groups. They also have opportunities for special activities, including using the music room. The outdoor area has been designed to stimulate children's senses, for instance, by hanging visual stimuli in the trees. The very good use of time enables children to participate

in a variety of experiences both indoors and outdoors. Attractively set out resources and activities inspire children to play and have fun. Toys are organised in a manner which helps to promote children's free choice and independence. They are sufficient in quality and easily accessible. Suitably qualified staff with a range of experiences have a positive impact on the quality of care provided. Relevant policies and procedures are in place and stored safely to maintain confidentiality.

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

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

At the previous inspection the provider was asked to keep a record of when visitors are present. A register is now in place and up to date. This has a positive impact on safeguarding children.

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

Since 1 April 2004 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- further develop the use of observations to inform future planning for younger children.

#### **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 writing opportunities.

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)