

Church View Day Nursery

Inspection report for early years provision

Unique Reference Number	502256
Inspection date	11 February 2008
Inspector	Jim Bostock
Setting Address	4 Church View, St Nicholas Hospital, Gosforth, Newcastle Upon Tyne, NE3 3XT
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Registered person	Paul Sanju Kohli
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?

Church View Day Nursery registered in 1992. It operates from four rooms in purpose built premises in the grounds of St Nicholas Hospital in the Gosforth area of Newcastle. A maximum of 60 children from nought to five years may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.30 for 51 weeks of the year. Children have access to a fully enclosed outdoor play area.

There are currently 68 children on roll. This includes 22 funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions and come from a wide catchment area. The setting currently supports children who speak English as an additional language.

The nursery employs six part-time and 16 full-time staff, a part-time nursery worker and part-time support staff. All of the nursery workers, including the manager, have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because staff follow highly effective procedures and practices which meet children's physical, nutritional and health needs. Staff are very proactive in helping children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care. For example, the children show an excellent understanding of why they need to wash their hands before snack as they explain that germs would make them ill.

Children develop and test their physical skills through stimulating daily indoor and outdoor experiences. The outdoor area is organised to brilliant effect as a full range of activities are available. For instance, children paint, do puzzles, use construction toys, investigate and explore in the compost bag by growing plants, as well as balance on beams, use wheeled toys and play hopscotch. Children of all ages use the area in all weathers. Staff have an excellent understanding of each child's stage of development which means the youngest are confident to try out new skills. For example, the babies and toddlers crawl about in tyres and older children balance on beams and use push and ride toys. Older children develop a positive attitude towards physical exercise from the many opportunities available. These include pond dipping and feeding the ducks at the nearby wildlife reserve and nature garden, visits to the library and local shops, and a nearby playground where there are swings, slides and a climbing frame.

Children have access to drinking water throughout the session and the provision of snacks is excellent. Children demonstrate excellent social skills as they sit together to eat fresh fruit, vegetables and a range of freshly cooked nutritious meals. The older children are able to talk knowledgeably about 'good' and 'bad' foods and high levels of parental involvement in healthy eating projects contributes significantly to children's understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The rooms used by children are very colourful, bright, airy and exhibit many photos of the children, posters and examples of children's work. This gives children a sense of belonging and welcome.

Risks of accidental injury to children are minimised because staff are vigilant and use good risk assessments to reduce potential hazards. Staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits and how to help the children develop an understanding of keeping themselves safe. For example, they practise the group's emergency fire evacuation procedures regularly and help children learn about road safety. Children use a very good range of high quality toys and equipment that are easily accessible and appropriate to their age and stage of development. Regular communication with parents contributes to children's safety.

Children are very well protected from possible abuse or neglect. Staff attend training in child protection and are fully aware of the types of abuse and the signs to look for. They have an excellent understanding of the policies and procedures to follow if they have any concerns and give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children have excellent, warm and caring relationships with the staff. They interact confidently with staff who show a detailed understanding of their individual needs. Children are encouraged to be independent with support and guidance in selecting and using the toys and equipment effectively. Expressive and enthusiastic language is used by the staff when interacting with the children, who respond with enthusiasm and interest. Children's abilities and confidence are developed through effective use of the wide selection of resources available. Staff have a comprehensive understanding of the development of children, putting into practice skills and methods gained from experience and relevant training.

Children's self-esteem is developed through the staff valuing each child's contribution. They benefit from an excellent, planned activity programme which encourages their interest and progress. For instance, babies and toddlers play with pop-up toys, balls, activity centre, musical toys and paint pictures using coloured stamping shapes. Staff are very helpful as children play, demonstrating how to play with toys, naming objects for children and being available for hugs and comfort whenever children need them. Children aged two years of age love singing songs, especially action songs and know the words and actions to many. They develop counting and verbal skills very well as they have many discussions with staff who take every opportunity to extend children's progress and development. The ethos of the service is enjoyment and choice and staff help children to achieve this. Parents are fully involved in their children's experiences with the regular updates, development files and planning.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage which enhances their knowledge well, so that effective learning opportunities are on offer for the children. Good planning is in place which covers a range of topics and includes the learning intentions which are linked to the stepping stones. Observations and assessments of children are carried out during children's everyday play activities. These are used very well to see precisely where children are learning well, where they could do better and what they need to learn next. Staff are skilled at developing children's confidence and independence. They quickly build very good relationships with the children, which form a secure basis for all aspects of their learning. Staff provide lots of challenges during activities and introduce new words which assists children's learning and language development well. Staff carefully adapt their questioning to reflect each child's stage of development, helping them to meet the needs of all children.

Children show a sense of belonging as they greet each other and staff on arrival. They are independent and helpful, for example, they tidy away their toys, select their own resources and help serve at meal and snack times. Children are settled and are very keen to talk about their family life and things they bring from home. Their behaviour is excellent. The staff help them learn the need to share equipment and to take turns. As a consequence, the children show consideration for one another. For example, they enthusiastically volunteer to help wash dishes, serve at mealtimes and celebrate each other's achievements.

Children are developing excellent language skills. They are beginning to write and all children draw confidently, using a range of tools, such as chalk, brushes and pencils. They talk about their experiences confidently and are able to listen attentively to other speakers. Children are very good at counting and they know the names of many shapes. Some children are beginning

to solve problems, for instance, knowing that taking one away from three leaves two. They spontaneously use mathematical language to describe numbers, positions, size and quantity.

Children are learning about living things as they have visits from an organisation which brings small animals to see and touch. Through the use of regular visitors and outings, children are developing a good awareness of their environment and the role of people within it. For example, police, fire safety, optician and dentist all visit to talk to the children. Although children use simple programmable equipment competently, the organisation of the information technology (IT) equipment does not maximise their opportunities to the full. Children are beginning to increase their awareness of other cultures through a range of resources, such as books and dolls, and through activities linked to other festivals and events. For instance, during Chinese New Year the role play area was set up as a Chinese restaurant. Children's creative play is very well supported as they often paint, make collages, sing, play musical instruments and act out real and imaginary experiences.

Children have regular opportunities to play outdoors. Varied physical activities and use of different equipment enables children to develop their overall physical skills very well. For example, they can stand on one leg, hop and jump and climb successfully. Easy access to a range of small equipment and good guidance in using such things as cutters and knives with the dough are helping them to manipulate materials and use tools with good control. They do healthy eating projects and learn about growing plants.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. They develop a positive attitude to others and their understanding of the wider world is enhanced through the use of visitors, celebrating festivals, and outings to local places of interest. Children can bring in and play with favourite items from home which helps them to settle and move between home and nursery.

Staff are calm, kind, responsive and good role models. Therefore, children's behaviour is good. They use timely interventions where they use distraction or clear instructions which protect children. Older children are helpful and can tidy away toys, younger children are well supervised to ensure they begin to learn right from wrong and how to be kind to each other. Sound arrangements are in place to ensure that children with learning difficulties or disabilities, and those with English as an additional language, are well supported and fully included in the activities and daily routines. The setting fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is good. Parents speak very highly of the staff and setting. They say that their children receive very good care and that staff ensure sufficient information is gathered regarding the needs and routines of the children. Good information is available to parents. Notice boards, regular newsletters, individual files and verbal discussions, keep parents well informed about the setting, what their children will be doing and how they can be involved. However, parents do not have easy access to the policies and procedures and the complaints procedure does not have the correct contact number for Ofsted. In addition, parents have limited involvement in the assessment of their children's progress and have to ask for access to development files outside the regular progress meetings. Therefore, parents' knowledge of their children is not used to its full potential. However, parents consider that their children are developing very well and some have used the nursery for a number of years which is a good indication of their satisfaction with the service provided.

Organisation

The organisation is good.

The children benefit from the very good organisation of the nursery. The premises are very well organised with space laid out to maximise play opportunities for the children. Clear policies and procedures are in place which work well in practice and are consistently applied to ensure the service operates smoothly and efficiently. All legally required documentation, which contributes to children's health, safety and wellbeing, is in place and is stored securely to maintain confidentiality.

Staff are well led and work well together as a team. They are effectively deployed which ensures the children are well supported in their play and learning. There is a stable staff team who are well qualified, experienced and knowledgeable in childcare. They show a good commitment to the continued development of their knowledge and improving their practice through training. Activities are very well planned and presented. All checks are in place to ensure staff and other adults on the premises are suitable to be with children.

The leadership and management of the nursery education is good. The manager is very well qualified, has many years experience and is very knowledgeable and motivated. Staff have a sound awareness of the 'Curriculum guidance for the foundation stage' and how to apply this in practice to support children's development. They use planning very well to ensure children progress and develop by using children's achievements as the basis for future activities and play. This enhances existing skills and knowledge and develops new opportunities for learning. The manager monitors the performance of the nursery towards the early learning goals and organises the staff teams very well. Regular communication in the form of meetings and discussions ensures that all parties are well informed. Changes are introduced for the monitoring of the nursery, such as providing a pocket system for drinks outdoors rather than have them on a table, so that children can easily identify and use their own drinks. The nursery receives good support from the education advisers of the local authority.

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

Improvements since the last inspection

At the last inspection the provision was asked to provide more challenging experiences for older children during outdoor play. This has been achieved very well as the outdoor area has been organised to provide a full range of activities. This includes painting, construction, role play, planting and growing, and many challenging active play opportunities. The nursery was also asked to develop the written information available to parents. There is now a wealth of information for parents, including information about the funded education, progress files for children and written policies and procedures. Planning is on every notice board and regular meetings are arranged with parents to discuss their children.

Complaints since the last inspection

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 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):

- continue to develop parental access to the policies and procedures and update the regulator's contact number

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):

- continue to improve children's access to IT equipment
- develop parental involvement in the assessment of children's learning and progress and their easy access to individual development files.

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