

Rye Hill Community Nursery

Inspection report for early years provision

Unique Reference Number	EY222442
Inspection date	02 July 2007
Inspector	Kathleen Snowdon
Setting Address	Colby Court, Newcastle upon Tyne, Tyne and Wear, NE4 6HL
Telephone number	0191 2731618
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Registered person	Rye Hill Community Nursery
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?

Rye Hill Community Nursery opened in 1973. Children are grouped across four rooms according to their age and developmental stage. All the children have access to enclosed outdoor play areas.

The purpose built nursery is situated in a residential area in Newcastle upon Tyne. A maximum of 60 children under five may attend the nursery at any one time. Opening times are 08.00 to 18.00, Monday to Friday for 51 weeks of the year. There are currently 48 children on roll; of these 11 children receive funding for nursery education.

Children come from local and surrounding communities. The nursery currently supports children with learning difficulties and disabilities and children who speak English as an additional language. The nursery employs 17 staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good opportunities to be active. For example, very young children push prams, rock on see-saws and practice new skills, like walking, as they move from one play area to another. Older children climb through tunnels and run freely outdoors, boosting their stamina levels in the process. Indoors, children of all ages dance energetically and in doing so learn that exercise is fun. All children handle a wide range of equipment, including activity toys, pencils, brushes and shape sorters. These items boost the children's hand to eye coordination and fine motor skills.

Effective measures minimise the spread of infections and common illnesses. For instance, there is a sensible and appropriate policy dealing with sick children. As well as this, there are hygienic arrangements for nappy changing and a thorough approach to cleaning in general, which keeps the nursery environment clean and pleasant. The youngest children handle baby wipes to acquaint them with washing themselves while older children automatically wash and dry their hands after using the bathroom and before eating. These factors encourage the children to develop good personal hygiene.

Appetising and nutritious meals, such as spaghetti bolognese, beans on toast and traditional roasts, offer children nutrition necessary for their growth and development. Fruit based snacks encourage the development of healthy tastes and preferences, while frequent drinks of water or milk ensure that the children remain sufficiently hydrated. The children sit together at meal times and acquire essential social skills, using conventions like 'please' and 'thank you' appropriately for example and using cutlery.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have easy access to a large range of developmentally appropriate, clean and well maintained toys. This allows them to make choices and exercise their initiative. All items are washed and checked on an ongoing basis to keep them safe and hygienic. Children move easily from one area to another in the well lit, well ventilated and very well organised nursery environment. This teaches them how to negotiate space safely. Clear and straightforward guidance from staff helps children to adopt sensible habits that help them to stay safe. They walk rather than run indoors, for example and sit on chairs properly.

Vigilant staff protect the children on a day to day basis. For instance, they apply sun block to the children and give them sun hats to wear during outdoor play, to guard against sun exposure. Risk assessments are carried out before the children arrive to deal with hazards indoors and outdoors. Good supervision minimises the risk of the children having accidents, especially in the large outdoor play area, parts of which are unfinished and slightly overgrown.

Children are protected from unsuitable people and damaging situations through staff's very good understanding and awareness of child protection. Staff receive frequent training that deals with neglect and abuse issues, which raises their awareness and contributes to the children's ongoing safety and well being. Fire drills are held regularly. These teach the children how to stay safe in an emergency and acquaint them with the routines associated with emergency evacuation.

Helping children achieve well and enjoy what they do

The provision is good.

There are very good opportunities for children to enjoy themselves at nursery. For example, the youngest children have fun exploring treasure baskets that contain things like sponges and shiny paper. They are delighted by sensory equipment that encourages them to look, feel and listen. They hear music that ranges from classical to disco, which soothes and excites them. Although outdoor play experiences are limited, the range of activities overall is good and helps the children to make progress in all areas of their development.

Relationships between all staff and all of the children are excellent. Staff remain on the children's level most of the time, which helps the children to feel secure and supported. Staff focus completely on the children and meet their physical and emotional needs immediately. Consequently, the children are very happy and very well settled. Children and staff share a strong sense of humour. Children's laughter rings throughout this nursery where children are clearly valued and respected.

Nursery Education.

Good priority is given to developing the children's communication, language and literacy skills. For example, they have ample opportunity to speak, which they do so clearly and enthusiastically throughout their time at nursery but especially at circle time when they have everyone's attention. This teaches the children to have confidence in expressing their views and opinions in front of others. The children are becoming effective listeners, apparent at story time and in general conversation. This enables them to form good relationships with others, follow simple instructions and make sense of ideas and concepts.

The children enjoy role play, which encourages them to use their imagination. During this time the children reveal other emergent skills, such as their ability to count in sequence, from one to five, as they line up cars or dolls. The children use readily accessible scales to establish the weight of things like water, raisins and bread. They handle rulers and measure a range of items. These opportunities show the children how mathematics can be used in practical situations.

Intriguing projects allow the children to study life cycles. For example, they watch caterpillars transform into butterflies and then watch them fly away. The children use magnifying glasses so that they can study other mini beasts in spontaneous situations, for example, during outdoor play. Most of the children confidently use computers. They use them to play colour and shape recognition games and to look at photographs of themselves and their peers involved in various activities. This teaches children that information technology can be used for different purposes.

The quality of teaching and learning is good. Staff have very good knowledge of the Foundation Stage. Coupled with the effective key worker system, which gives staff a good insight into the needs and abilities of individual children, this helps staff to plan an exciting curriculum that covers all six areas of learning. Indoors, play areas are well defined and well resourced, allowing children to focus on their particular interests. The outdoor play curriculum is fairly basic however, with too few opportunities for the children to explore and investigate.

Very good teaching methods elicit appropriate and lively responses from the children. This enables staff to establish what children already know and to make plans that are based on these starting points. Plans are clearly linked to the stepping stones and include learning intentions and the resources required. As well as this, they show how children of all abilities

are included. Daily observations allow staff to track children's progress towards the early learning goals. Parents access these files on request.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern and regard. They all have full access to the range of resources and activities available and both boys and girls are encouraged to try out new things. First hand experiences teach the children about difference and individuality. For example, they play alongside children of varying abilities and children who come from cultures different to theirs. As well as this, they celebrate a range of festivals, such as Eid, Christmas and Chinese New Year. This increases the children's knowledge and understanding of the world and promotes positive views of diversity. Children's spiritual, moral, social and cultural development is fostered.

Effective techniques teach children about good behaviour and right from wrong. For example, clear explanations from staff help children to understand why certain actions are unacceptable. As well as this, the children learn to recognise positive behaviour through meaningful discussions with staff. They talk about how they can make others happy, for example, by sharing and taking turns. This encourages the development of positive personal qualities, such as thoughtfulness and consideration.

Partnership with parents and carers is good. A well equipped parents room encourages parents to stay on site at important times, for example, when children first start the nursery. Very good quality information is given to parents before their children start. Dedicated notice boards are placed throughout the nursery and are packed with relevant information. Daily discussions take place between staff and all parents. As well as this, daily diaries and optional daily sheets keep parents of the youngest children well informed about important information, such as nappy changes and sleeps. Parents have very positive views of the nursery and the service it provides. They have particularly high regard for the staff, whom they describe as 'brilliant, patient, supportive and caring'. Parents feel confident enough to express their views and opinions and rate the standard of care and education that their children receive as 'excellent'.

Organisation

The organisation is good.

Documentation is well organised and stored securely to protect confidentiality. All essential records are in place, readily available and retained for a number of years as required by regulations. Important documents, such as the registration certificate, are displayed prominently to allow parents and other interested parties to scrutinise it should they wish to.

Rigorous recruitment procedures ensure that new staff are suitable to work with children. A thorough induction period familiarises staff with nursery routines and with important policies and procedures, such as the child protection procedure and accident and medication recording. Staff working directly with the children hold appropriate qualifications. This is supplemented by further training, which all staff participate in. Recent courses include first aid, equality and diversity, parental bonding and behaviour management.

Leadership and management is good. For a period of time each day, senior staff work directly with the children and the children's key worker. This allows them to observe the quality of care and education that the children are receiving. As well as this, senior staff chair reviews, which

include other professionals, such as early years education advisors and health visitors. The purpose of these is to assess how well the children are progressing and to plan the next steps.

The staff group works well as a whole. Frequent staff meetings offer a forum where views and opinions are expressed and ideas are explored. Individual staff have clear understanding of their roles and responsibilities and as a result, the nursery runs smoothly and efficiently. Staff's professional development is well supported. Annual appraisals enable staff to assess how effective their performance is and identify their particular training needs.

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 nursery was asked to review the fire evacuation procedure. Clearly defined instructions are now displayed in all rooms. This contributes to the children's ongoing safety.

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):

- make improvements as indicated in the nursery education section below.

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):

- enrich children's learning by extending outdoor play experiences (also applies to care).

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