



Tavistock House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY264760
Inspection date	19 July 2005
Inspector	Sharon Greener
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Registered person	Tavistock House Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Tavistock House Day Nursery opened in 2003, and operates from five play rooms located within self contained premises. The nursery is situated in Sunderland city centre, and provides full day care and out of school care for a maximum of 71 children at any one time. The nursery is open all year, each weekday from 07.00 to 18.30. All children share access to an enclosed outdoor play area.

There are currently 67 children on roll aged from 4 months to under 5 years. Of

these, 9 receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 15 staff. All of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a level three qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to learn the importance of good personal hygiene through well-planned daily routines, for example, hand washing before meals and after visiting the bathroom. They are starting to show an understanding of the need to adopt good personal hygiene practices, and staff provide them with simple explanations as to why this is important to help them to stay healthy. Staff present themselves as positive role models. High priority is given to maintaining good hygiene practices throughout the nursery to ensure a healthy environment is provided for the children. Resources and equipment are regularly cleaned. Stringent toileting and nappy changing procedures are followed. Staff wear disposable gloves and aprons, thoroughly clean changing areas, and hand wash. However, the twice daily system of monitoring and recording the temperature in the playrooms is not used consistently by all staff.

Children develop their physical skills through a good range of indoor and outdoor activities for example, crawling through tunnels, riding tricycles and playing with hoops. The indoor garden room provides opportunities for physical play during inclement weather. Staff use Birth to three matters guidance well to provide a good range of physical play experiences for babies and young children. Children are encouraged to make use of the resources provided to test their capabilities, and are well supported by staff. They are able to rest and be active according to their individual needs. However, outdoor physical play activities lack challenge for the older, more able children.

Children enjoy varied, well presented healthy meals and snacks, including fresh fruit, vegetables, salad and a range of drinks. Staff take account of children's individual needs and parents' wishes. Babies are fed according to their personal needs and follow their own daily routine. Information regarding what children have eaten and babies' liquid intake is recorded and shared with parents daily. Children are able to choose whether they want certain foods at meal times, but are encouraged to try different foods by staff, so as to promote healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a very safe, secure, exceptionally well maintained and totally child-orientated environment. Children stay safe and secure, indoors and outdoors,

through effective procedures, for example the robust use of the close circuit television system and excellent door security. Staff are most vigilant and carry out very thorough ongoing visual risk assessments throughout the day. They give utmost priority to children's safety and have a very clear understanding of how to achieve a balance to enable children to move freely within the constraints of safety.

Children have access to a variety of good quality equipment and play materials which are meticulously maintained. The very well thought out organisation of the playrooms and resources means that children can move around safely and freely to select toys independently from tables, shelves, trays and baskets, which are stored at child height.

Knowledgeable staff fully understand and follow the setting's comprehensive policies and procedures to protect and preserve children's wellbeing. For example, the lost child or uncollected child, and evacuation procedures. Children show an increasing awareness of everyday safety within the nursery. Sensitive reminders from staff, such as requests not to push when forming queues or someone may fall, help children to take responsibility for keeping themselves and others safe. Children's welfare is very strongly promoted and safeguarded by staff, and they have an extremely thorough understanding of their role and responsibility concerning child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into nursery life. They are animated and enthusiastic learners and are beginning to make choices about their activities. They build close relationships with staff and peers, helping them to develop a strong sense of self and belonging. They show regard for others and respect their personal space. Children under three benefit from a broad variety of activities including ample sensory experiences to support and enhance their development. Early communication skills are extremely well supported through high quality adult and child interaction. Staff awareness and confident use of the Birth to three matters framework has a positive impact on children's achievements. Children show increasing levels of self confidence and self-esteem is high.

Nursery Education.

Children receiving Nursery Education are based in playrooms on the first floor. The quality of teaching and learning is good. Children are very confident speakers and express their feelings, ideas and needs readily. They enjoy looking at books and listening skills are developing well. For example, they pay close attention during story sessions, and can follow simple instructions. They are beginning to recognise and name some letters, such as those in their name or familiar words on labels displayed in the playroom, and link them to the sound of letters. Children have regular opportunities to practice writing skills, which are developing very well. They draw simple shapes and enjoy creating pictures; those produced by four year olds are often very detailed. They are able to form recognisable letters and some write their first name unaided. They count from one to ten with confidence and are beginning to show an awareness of concepts such as addition, subtraction and weight. Children

have access to a good range of resources to promote an awareness of the wider world and how things live, grow or work. They are able to express themselves creatively through a variety of activities and media, such as paint, collage, sand, water, model making, music and movement.

Staff regularly monitor and assess children's developmental progress and have good knowledge of each child's individual stage of development. Activities are planned in accordance with the Foundation Stage Guidance and cover all six areas of learning. The method of monitoring and recording individual children's progress links to the stepping stones. Staff use the information gleaned to shape and inform future plans. However, physical play activities do not sufficiently challenge older or more capable children.

Helping children make a positive contribution

The provision is good.

Children are eager to attend and enjoy the time spent in a welcoming environment which acknowledges and values them as individuals. They settle quickly into nursery life as their admission is tailored by staff to minimise stress. Children have access to a broad range of good quality resources and equipment. They show growing self help skills and confidence, for example by self selecting toys and activities and attending to their own toileting needs where age appropriate. Older children are encouraged to serve their own food during meal times, within the constraints of safety. The setting has suitable arrangements to support children with special educational needs, or those who speak English as an additional language.

Children's behaviour is very good. They are consistently praised and encouraged by staff who have high, but realistic expectations of them. Children are developing a positive attitude towards others; they interact appropriately with peers, share toys and take turns. They show an emerging understanding of the local community through frequent outings and visitors to the nursery. Their regular access to suitable resources and activities enables them to develop an awareness of the wider world, equal opportunity and to recognise diversity in a positive manner.

Partnership with parents is good. There is a parents committee that meets to discuss relevant issues and liaise with staff. Parents receive high quality written information about the nursery, the policies and procedures, and other child related matters. Regular verbal feedback from staff, and a home to nursery diary system, enables parents and staff to share relevant information. They have scheduled opportunities to meet formally with staff to discuss their child's progress and development. This helps staff to work alongside parents, in keeping with their wishes, so as to meet children's needs. Respective parents may access their child's records and are encouraged to contribute. Positive verbal feedback was received from parents about the friendly staff and the valued service provided by the nursery.

Organisation

The organisation is good.

The leadership and management is good. The required policies, procedures and record keeping systems are in place, are well organised and presented. Children's care is given high priority, this is reflected in the effective and enthusiastic management of the nursery. Staff are committed to the ongoing improvement of the setting and are well motivated. Children benefit from the good quality support and interaction from staff that are well qualified, skilled and effectively inducted. Staff have access to relevant training and are well supported through team meetings, individual appraisal sessions and the 'open door' style of management used. Morale is very good. Staff have a clear understanding of policies and procedures, such as a sick child, evacuation, outings, and child protection. This underpins their practice and ensures the care of the children and service delivered is of good quality.

The nursery is well organised. A broad selection of resources and activities are provided and made accessible, to effectively promote and enhance children's learning and development. Staff working directly with children in receipt of nursery education are knowledgeable of the Curriculum Guidance for the Foundation Stage. Information regularly gleaned about children's individual developmental progress, links well to planning. However, entries made in older children's developmental tracking records are not dated or key coded to indicate when the task was achieved or observed. Those staff working with children under three show a good understanding of Birth to three matters and make effective use of the framework. Overall the provision meets the needs of the children who attend, and they make good progress.

Improvements since the last inspection

Since the time of the last inspection information pertaining to nominated drivers has been placed on file, and the modes of transport used are identified in the transport policy.

Complaints since the last inspection

There are no complaints to report.

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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 that the system of monitoring and recording room temperatures in the playrooms is used consistently by all staff, particularly during hot weather.

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):

- ensure that entries made in children's developmental tracking records are dated or key coded to indicate when achieved or observed
- ensure that outdoor play activities provide sufficient challenge for older, more able children. For example those that promote and develop climbing, balancing and hand and eye co-ordination skills (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk