



## Childcare Killingworth

Inspection report for early years provision

<b>Unique Reference Number</b>	310198
<b>Inspection date</b>	13 July 2005
<b>Inspector</b>	Marie Mcconville

<b>Setting Address</b>	Cypress Gardens, Killingworth, Newcastle upon Tyne, Tyne and Wear, NE12 6SL
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<b>Registered person</b>	Childrens Services
<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?

Childcare Killingworth is a 60 place nursery that is one of several owned and managed by North Tyneside Council. The nursery is purpose built and opened in 1993, it was recently extended, in 2003, and now provides care for children aged birth to five. There is access to extensive outdoor play areas that have safety play surface and grassed areas. The nursery is situated within a residential housing estate in Killingworth, North Tyneside serving the local community and children from further

afield.

The nursery has 26 full and part time staff, of whom 24 work directly with the children. The majority of the staff team are qualified to level three or above. The nursery is open from 07.30 until 18.00, 52 weeks of the year. There are currently 89 children on roll, of whom 12 children receive funded nursery education. The nursery provides care for children who have special needs or English as an additional language.

## **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 after visiting the bathroom, before meals and after handling the nursery pets. Staff provide children with good role models and simple explanations about the importance of good hygiene, contributing to children's understanding of being healthy. Good routines and procedures are in place regarding nappy changing and toileting to minimise any potential cross infection. Opportunities are made throughout the day for quiet and rest periods, babies have access to sleep nests on the floor so they can rest when they wish, while older children have naps after lunch, in accordance with their individual needs. Staff are vigilant in summer months regarding sun protection and ensure that all children are adequately protected when playing outdoors. Extensive policies and procedures are in place regarding the administration of medication and accident recording to promote children's welfare. However, projected staff rota's do not always ensure that a member of staff is always on duty who has an up to date first aid certificate with an infants and young children component included.

Children enjoy varied, well balanced healthy meals and snacks that include fresh fruit, vegetables, pastas, meat and a range of drinks. Daily menus covering a period of four weeks are displayed so that parents are well informed about the meals that are provided. Staff take account of children's individual dietary requirements, parental wishes and are vigilant about special dietary requirements such as allergies. Babies are fed according to their personal needs and follow their own daily routines. Information about babies food and fluid intake is recorded in their daily diaries and shared with parents. Children are able to choose what they want to eat at meal and snack times, but are encouraged to try different foods to promote healthy eating, contributing to their good health. Older children access drinks whenever they wish, while younger children are offered drinks throughout the day ensuring that fluid intake in summer months meets individual needs.

Children develop their physical skills through a good range of indoor and outdoor activities to promote their small and large motor skills and their coordination. They have many opportunities to use tools such as scissors, knives, writing materials and paint brushes and access to climbing apparatus, wheeled toys, balancing blocks and balls. The availability of nursery waterproof clothing means that children may continue to access outdoor play during inclement weather. Well planned activities to

further develop children's physical skills is delivered by staff who have undertaken specific training. Babies receive opportunities throughout the day to practice and refine their physical skills through crawling, balancing, reaching and stretching. A dedicated outdoor play area for babies means that they can explore and enjoy fresh air safely, further contributing to their health and well being.

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

The provision is good.

Children are cared for in a welcoming, secure and well maintained environment. Children are safe and secure indoors, outdoors and during outings, because staff put into practice a range of procedures to maximise the care and well being of children. For example, regular fire drills, visual and written risk assessments and the layout of nursery rooms providing children with opportunities to explore their environment safely and confidently. Children's work is very well displayed throughout the nursery alongside a range of photographs of what children have done, providing a welcoming and visually stimulating environment for children.

Children have access to a variety of good quality play materials and equipment which is well maintained. The layout and organisation of the nursery rooms and the accessibility of equipment and toys means that children can move around freely, make choices about what they want to do, promoting their independence and confidence. For example, as babies choose to play in the sand area, two year olds purposefully select a chosen floor or table top activity and older children make decisions about playing indoors or out.

Knowledgeable staff fully understand and follow the nurseries comprehensive policies and procedures to protect and preserve children's well being. Children are beginning to show an increasing awareness of everyday safety issues within the nursery, keeping themselves and others safe, for example, as an older child moved an obstacle out of the way of a younger child to prevent him from hurting himself. Children's welfare is promoted and safeguarded by staff who have a 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. Children are happy, secure and have developed trusting relationships with staff, they show confidence and independence in selecting activities and making decisions about what they want to do. Staff have a good understanding of the North Tyneside Approach, which has a strong focus on the care and education of young children. Under three's benefit from a broad variety of activities and experiences to support and enhance their development, while topics underpin the programme of activities, the programme is flexible to accommodate spontaneity. For example, during a heavy shower on a hot day, children were able to play outdoors, wearing waterproofs with bare feet to enjoy the sensory experience. Babies play on the floor with sand to enjoy exploring the texture and properties of the

materials.

Staff are committed to the upkeep of children's development records and use them confidently to plan for the next stage in children's development, so that a range and variety of meaningful activities and experiences enhance children's progress. Early communication skills are well supported through good adult-child interactions, as staff continually talk to children about what they are doing and sing nursery rhymes and familiar songs to children throughout the day. Children have good self esteem with growing levels of confidence because staff give children regular support, encouragement and praise.

### Nursery Education

Children who receive nursery education are based in the pre school room. The quality of teaching and learning is good. Children are confident, independent and have a strong sense of self within their environment. They interact with each other and staff very well, instigating discussions, asking questions and showing respect for the needs and wishes of each other. Children have good concentration skills, with older children becoming engrossed in activities of their choice and adult led tasks. Children are very confident speakers who express their thoughts, ideas and feelings readily. Children enjoy looking at books and their listening skills are developing very well. For example, as they pay close attention during circle time, listening and responding with understanding in complex, abstract discussions about watching, listening, speaking, thinking and concentration. However, at times some adult led activities to practice rhyming and alliteration do not provide the correct level of challenge so that younger children lose interest. Children are beginning to recognise and name some letters, linking them to letter sounds, such as those in their name, or familiar letters on the computer programme. Children have many opportunities to practice writing skills, which are developing well. They enjoy creating pictures, those produced by older children are well detailed. Older children are able to write their names and write simple labels for body parts relating to topics they have followed.

Children count beyond ten with confidence and understanding. Older children have a growing awareness of concepts such as addition and subtraction as they calculate the number of children who are present and the number of cups needed at snack time. However, there are missed opportunities for children to practice counting in every day activities. Children use mathematical language as descriptors as they play in the water, make crowns and cut fruit. They recognise and name shapes as they create pictures of their homes. Children have access to a good range of activities and resources to promote their awareness of their own community and the wider world. They take part in meaningful activities, such as tasting food and taking part in craft activities with visitors to the nursery to celebrate Eid. Children have a developing understanding of technology, they have many opportunities to use the computer and are able to follow simple programmes with support. Children use the digital camera, and with support, print photographs they have taken.

Children are able to express themselves creatively through a range of media, such as paint, clay and access to role play equipment. They have a developing sense of rhythm as they beat out rhythm's with their hands and feet during singing sessions that they take part in with great enthusiasm and delight.

Staff have a good understanding of the Foundation Stage Guidance and use it to plan activities that cover the six areas of learning. However, recently introduced children's assessments are not used sufficiently well enough to give a clear picture of children's individual progress, and planned activities do not always provide appropriate challenges, resulting in some children losing interest. Staff use good questioning techniques that help children think about what they are doing and become good at solving problems.

Staff make good use of space and resources. Children enjoy a balanced range of adult led and child driven activities that are fun, interesting and prepared well so that children know what is expected of them. Staff have a good level of knowledge and understanding regarding children who have special needs. Partnership between, special needs coordinator, key worker, parents and other agencies mean that children who have special needs are fully integrated into all aspects of nursery life.

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

The provision is good.

Children are eager to attend and enjoy the time spent in a welcoming environment that values and acknowledges each child as an individual. Extensive information is recorded in respect of children's individual needs, parents contribute to developmental files in the 'All about me' section, promoting the smooth transition between nursery and home, children settle well and stress is minimised. Children show growing confidence and self help skills as they select activities, attend to their own toileting needs and independently access drinks of water. Children learn about their own community through activities such as walks in the local area and links with the local primary school. A range of resources to promote diversity, meaningful activities and the positive attitudes of the staff help children to acknowledge and give value to each member of their community. This positive approach fosters children's spiritual, moral, social and cultural development. The nursery has good arrangements in place to support children who have special needs.

Children's behaviour is outstanding. Staff have high, but realistic expectations of children. They listen well to what children say, are courteous to each other and the children so that children feel safe, valued and are developing good manners. Staff observe and intervene appropriately giving reassurance and gentle explanations to enable younger children to learn about good behaviour and behavioural boundaries. Children are developing a positive attitude towards others, they interact very well, share, take turns and show care and concern for each other. For example, as an older child watched a younger child struggle to make a crown, she intervened questioning him to find out what he wanted to do, and then helped him fit the crown together and then congratulated him.

Partnership with parents is good. Staff are friendly, approachable and ensure that opportunities are made to exchange information and take part in discussions with parents about their children. Parents have access to daily diaries that are kept in respect of babies so that they are kept well informed about their babies day. Newsletters every six weeks about topics, access to programmes of activities and

children's developmental files help keep parents informed about what their children do, parents are encouraged to make entries. Parents have the opportunity to meet formally with staff to take part in six monthly reviews, that includes funded nursery education, to discuss their child's progress. This helps staff to work alongside parents so that children's individual needs are met well. However, written information about the nursery and the foundation stage are in draft form impacting upon the range of written information available, particularly in respect of new parents.

## **Organisation**

The organisation is good.

The leadership and management of the nursery is good. The required policies, procedures and record keeping systems are in place, very well organised and presented. The care of children is given high priority, this is reflected in the enthusiastic, well motivated staff team who are supported well by the manager. Staff are committed to the ongoing improvement of the nursery through their training opportunities and personal development. Children benefit from the good quality support and interaction from staff who are well qualified, skilled and effectively inducted. Staff have access to relevant training and are supported well through, supervision, staff meetings, room meetings and the 'open door' style of management favoured by the nursery. Morale is good. Staff have a good understanding of the policies and procedures of the nursery such as health and safety, child protection, and the North Tyneside approach. This underpins their practice and ensures that the care and education of the children is of good quality.

The nursery is well organised. A broad and varied selection of resources and activities are provided and accessible, to effectively enhance children's learning and development. The grouping of children reflects their individual needs. Good communications between nursery staff and staff from the neighbouring school means that children move through the nursery and into main stream education with ease, eagerness and minimal stress. Overall the provision meets the needs of children who attend and they make good progress.

## **Improvements since the last inspection**

The previous inspection of the nursery resulted in one recommendation being made regarding the inclusion of the address and telephone number of Ofsted within the complaints procedure. This recommendation has been addressed in full.

## **Complaints since the last inspection**

There are no complaints to report.

## **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 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 a minimum of one member of staff with an up to date first aid certificate that contains an infants and young children component is on duty at all times
- continue to develop the Information Booklet about the nursery, ensuring that it contains information about the Foundation Stage.

### **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 develop children's assessment so that it reliably informs planning and appropriate challenges are provided for all children. Ensure that children receive regular opportunities through everyday activities to practice counting.

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](http://www.ofsted.gov.uk)