

New Beginnings (Moorside)

Inspection report for early years provision

Unique Reference Number	EY356648
Inspection date	14 August 2008
Inspector	Noreen Elizabeth Appleby
Setting Address	Moorside Childrens Centre, Chester Road, Moorside, Consett, Co Durham, DH8 8EQ
Telephone number	01207 590 930
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Registered person	New Beginnings
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

New Beginnings (Moorside) is run by a private company, limited by guarantee. It has been registered since 2007 and operates from rooms within Moorside Children's Centre, which is annexed to Moorside Primary School. The children have access to an enclosed outdoor play area.

A maximum of 32 children may attend the day care at any one time. In addition, a maximum of 16 children may attend the out of school club. The setting is open each weekday throughout the year, from 08.00 to 18.00, with the exception of public holidays and the Christmas holiday period. The centre mainly serves the needs of children from the local community, although some children come from the wider area. There are currently 28 children, aged from birth to four years, on roll. Staff support children with learning difficulties and disability, as well as children who speak English as an additional language.

The setting employs eight staff to work with the children. All hold appropriate early years qualifications. They also use supply staff, as required.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean, well maintained premises and staff follow effective procedures which ensure good standards of hygiene are maintained. Children are learning to use the toilet and hand washing facilities independently. Staff help younger ones and reinforce the need for thorough washing and drying to remove germs. Good nappy changing arrangements, such as using antibacterial spray, disposable aprons and gloves, help to minimise cross-contamination. Children's health details are clearly recorded and staff work closely with parents, carers and professionals to meet children's individual needs. A written sickness policy enables children who are unwell to be kept comfortable until parents or carers arrive. In addition, exclusion periods have been identified for children who have a contagious disease. This minimises the spread of infection. Most staff have completed relevant first aid certificates, which enables them to attend to children's minor injuries competently. Staff also have written consent from parents and carers for the seeking of emergency medical treatment or advice for children. This contributes effectively towards their welfare.

Children's dietary needs are thoroughly discussed and agreed with parents and carers. Relevant information is displayed in food preparation areas and staff are knowledgeable about specific food allergies. The setting employs a cook, who generally prepares children's meals. Three members of staff have also completed food hygiene certificates. Children enjoy a healthy breakfast and a fresh fruit snack. A rolling menu plan ensures they have a good variety of freshly prepared, well-balanced meals and deserts. They have their own feeder cups or water bottles, which are stored within their reach so they can help themselves. Staff also encourage them to have a drink after energetic outdoor play, which keeps them suitably hydrated. Staff talk to children about eating healthily, although they also enjoy occasional baking activities, such as making cheese straws or sponge cakes.

Outdoor play activities are effectively incorporated into daily routines. Even in inclement weather, the children put on their waterproof clothes and enjoy using wheeled toys or running around, splashing through the puddles. Some prefer to use the trampolines in the covered courtyard. More able children bounce confidently, whilst younger children enjoy bouncing with the help of a member of staff. They also have good opportunities to explore large outdoor equipment such as the wooden log-climb, stepping stones and bridge. They are developing good physical skills as they move around confidently and learn to balance and coordinate their movements. Children are able to take part in quiet activities or to rest or sleep comfortably in line with their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a warm, welcoming, child-friendly environment. The two playrooms are very well organised to meet children's ages and stages of development. In addition, there are good opportunities for babies and young toddlers to integrate with older pre-school children during large group activities. This helps all children to form good relationships with their peers. Play areas are spacious and well equipped to provide a broad range of play experiences and activities which enhance children's learning and development. Most resources are stored within children's reach, so they are easily accessible and children can make independent choices. Individual activities are effectively set out to look attractive and

inviting to children. Staff interact enthusiastically with them and encourage less confident children to join in, which motivates them to learn.

High priority is given to maintaining a safe environment, indoors, out of doors and on outings. Formal risk assessments have been completed and daily checklists are used to identify and minimise any hazards. Staff are also vigilant throughout the day in addressing safety issues as they arise. Therefore, children are able to move around freely and safely. Staff conduct additional risk assessments for outings and suitable adult-to-child ratios are maintained. Written parental consents for outings and transportation are drafted, although relevant car documentation is not readily available for inspection. Children are learning to keep themselves safe. Staff encourage them to move around carefully, especially when playing out of doors. They teach the children suitable road safety routines when they are out walking and they also practise regular fire evacuation drills, so everyone knows what to do in an emergency.

Children's welfare is suitably safeguarded and promoted because staff are familiar with the setting's child protection policy and are able to identify issues that would raise a concern. Appropriate documentation systems have been set up and suitable plans are in place, although relevant contact details are not readily accessible. However, staff recognise the need to ensure issues are fully recorded and promptly reported, in line with the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the setting. They are grouped effectively, according to their individual ages or stages of development. Play rooms are inviting, stimulating and conducive to children's early learning. They explore their play areas enthusiastically and self-select from the good range of accessible toys and resources. A calm, relaxed atmosphere helps children to develop the confidence to form good relationships with staff and peers. Staff know children's individual routines well and are attentive to their daily needs. This contributes well towards children's comfort and care. They demonstrate good knowledge of how young children learn and have set up relevant development files to monitor children's learning and progress. All children enjoy a good mix of adult-led and self-initiated play opportunities. Staff allow the children to explore and develop at their own pace, yet they provide support and encouragement to enhance children's learning and to make sure activities provide fun and enjoyment. Large group activities, such as outdoor play or singing and musical activities promote lively interaction and help children to develop good personal and social skills.

Children enjoy a broad range of creative activities. Younger ones make a variety of marks as they explore and mix paint patterns. Others use a variety of natural and man-made materials to create collage pictures. Older children enjoy more complex tasks, such as making papier mache hot air balloons and crystal star mobiles. Some enjoy playing with construction bricks, which they build and balance imaginatively. Some particularly enjoy the musical instruments, which they tap and shake to make a variety of interesting sounds. Others like to listen to stories or look at picture books with staff. They are developing speech, as they learn to sing songs and rhymes together. Some join in enthusiastically with actions and repeated refrains. This helps them to develop speech, counting skills and an appreciation for music. Most children enjoy outdoor activities. They regularly go for walks in the local community, as well as having opportunities for interesting outings such as going to the museum.

Helping children make a positive contribution

The provision is good.

Children and their families are equally valued and respected. They have formed good relationships with staff, who smile and greet them warmly when they arrive. Children's individual care arrangements are well known by key staff and effectively met. Good daily routines contribute well towards children's care. Staff promote inclusion for all children and encourage them to make individual choices, for example, about toys, activities or future plans. They demonstrate a strong commitment towards meeting the needs of children who have learning difficulties or disability, to ensure they have good care and support. In addition they work closely with parents and carers to identify key words for children who speak English as an additional language. Therefore, all children feel valued, respected and fully included at the setting. Staff make good use of celebrations when planning activities and children also access a broad range of relevant toys and equipment, such as small world resources, books, posters, ethnic dolls and games. As a result, they are learning about the wider world and to value and respect ethnicity, disability and diversity. In addition, they are developing a very good sense of community as they enjoy local walks and outings.

Children are encouraged to help with simple daily routines, such as tidying up or helping to set the table for lunch. Staff act as good role models and have high expectations for children's behaviour. They use regular routines and set appropriate boundaries, which are sensitively reinforced in line with the setting's policies and procedures. Older children are learning to accept responsibility for their own actions. For example, staff talk quietly to them, providing clear explanations and promoting the child to consider the impact that negative behaviour has on others. Children are therefore learning to be polite and well mannered. They show care and concern for one another, playing harmoniously together and behaving very well. All children receive good encouragement and purposeful praise. As a result, they are developing confidence, self-esteem and pride in their achievements.

Management and staff have built up good working relationships with parents and carers, based on honesty, trust and professionalism. Staff provide new parents and carers with an informative prospectus, which clearly identifies usual routines, fees and other relevant policies and procedures. Attractive displays provide information about planned activities and the curriculum. Children also have individual files, which are shared with parents and carers, to keep them informed of their child's learning and progress. Staff also make good use of informal daily discussion to share relevant information about the child. Information is also consistently shared with parents and carers about babies' and toddlers' care, such as rests, nappy changing and food intakes, to keep them thoroughly updated. Comments received from parents and carers verify that they are extremely happy with the high quality of care the nursery provides and that their children thoroughly enjoy attending.

Organisation

The organisation is good.

Good employment and vetting systems ensure children are well cared for by suitably qualified staff who are appropriately checked to work with children. The manager ensures staff have sufficient support, although formal supervision and appraisal systems have yet to be implemented. Nevertheless, management and staff work closely together to identify team strengths and areas for improvement. They act as good role models and demonstrate enthusiasm and commitment towards their roles. They enjoy attending training as a means of developing their knowledge and skills, which they use effectively to improve practices within the setting.

Well-organised premises and good daily routines support children's care and learning effectively. Management closely monitor duty rotas to ensure there are sufficient staff on duty and that they are effectively deployed. The key worker system enables staff to get to know the children well and to provide good continuity of care. Children have good opportunities to play individually or to take part in group activities. They are gaining the confidence to initiate and extend their own play and learning. All children are happy and settled within the setting and they are making good progress.

Comprehensive documentation systems have been set up, which support children's care and learning well. Formal policies and procedures are effectively implemented by staff to successfully underpin the work of the setting and are well used to keep parents and carers informed about the child care provision. Children's care plans are closely monitored and regularly updated to keep children safe and to contribute effectively towards their continuity of care. Relevant planning systems enhance children's learning and help them make good progress in all areas of their development.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, 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

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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):

- improve arrangements for making car documentation available for inspection
- develop child protection procedures by including relevant contact details, so concerns can be promptly reported
- continue to develop supervision and appraisal systems to ensure staff are effectively supported.

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