

Field House Nursery

Inspection report for early years provision

Unique reference number	310207
Inspection date	01/10/2008
Inspector	Sharon, Amelia Robson

Setting address	Field House, Whitley Road, Benton, Newcastle upon Tyne, Tyne and Wear, NE12 8BP
Telephone number	0191 270 1066
Email	nurseries@sky.com
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Field House Nursery opened in 1992. It operates on two floors of a converted house that is situated in a residential area of North Tyneside. There are seven nursery rooms and associated facilities, children share access to secure, enclosed outdoor play areas. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. They are registered on the Early Years Register for a maximum of 119 children at any one time. There are currently 124 children aged from three months to four years on roll. The nursery employs 31 staff, all of which hold an appropriate qualification.

Overall effectiveness of the early years provision

Children are making extremely good progress in their learning and development. Staff know the children very well, ensuring each child is valued and respected as an individual. Settling in procedures and the gathering of personal information ensures that the individual needs of children are met from the onset of a placement. The nursery strives for continuous improvement and they reflect on their practice to identify areas for future development. They also implement recommendations from previous inspections. Staff have effective relationships with parents and other agencies, including close contact with local nurseries and schools. Staff are highly motivated and committed. They are very friendly and approachable, and they ensure activities and experiences provided interest, motivate and excite children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use risk assessments to identify hazards for children
- ensure children's developmental files are easily accessible for parents

The leadership and management of the early years provision

The manager and senior staff are an extremely positive role model for all nursery staff. They have very good knowledge of the Early Years Foundation Stage (EYFS) and are very enthusiastic in sharing this knowledge with staff and parents alike. Documentation required for the safe and efficient management of the nursery is very well organised and is used effectively to promote all aspects of children's health, welfare and safety. For example, safeguarding and security systems are understood and followed vigilantly by all staff. However, although there are written risk assessments in place for all areas of the nursery, they do not always identify hazards for children. Robust recruitment procedures are followed to ensure children are protected and cared for by suitable adults. The effective use of staff induction and appraisals identifies areas for professional development and staff have very good access to relevant training, which greatly improves their skills and knowledge in childcare. Therefore, children are cared for by a staff team who are

extremely competent and able.

The nursery have developed extremely positive partnerships with parents. Detailed information is given to and collected from parents before their child starts nursery, which helps the nursery gain information relating to a child's starting point. Also, induction visits ensure both children and parents are settled and happy within the nursery. Parents receive regular information from staff, both verbally and written. Daily records and newsletters, which include details of topics, activities and outings keep parents up to date with what is happening in nursery. Parents are welcome to contribute towards nursery planning and to bring new skills into the nursery, they also have opportunities to participate in workshops, including one on the EYFS. Parents are free to look at children's development files at anytime however, not all files are easily accessible.

The nursery have begun to use the EYFS self assessment and have clear procedures in place to assess and monitor the service they provide. They have started to make links with other services used by children and work very closely with their early years link teacher and the local authority. Recommendations made at the last inspection have been implemented, for example there are now clear procedures in place for reviewing short term plans.

The quality and standards of the early years provision

Staff's very good knowledge of the Early Years Foundation Stage (EYFS) requirements means they are skilled and competent in helping all children progress well in the six areas of learning. Written plans are linked to the EYFS and Early Learning Goals. Planning starts with observation of children in order to understand their interests, and learning and development needs. Staff provide children with challenging, yet realistic opportunities, experiences and activities. For example, younger children learn about parts of their bodies through songs and rhymes, and thoroughly enjoy clapping themselves after doing this. Through observation and assessment staff are able to confidently plan for each child's next steps of learning.

Children are extremely happy, secure and confident in the setting. Staff have very good relationships with children and they are extremely caring and affectionate towards them. Staff intuitively know when to stand back and when to intervene in children's play. There is a very good balance between adult and child-led activities, which ensures children have opportunities to become independent and active learners. Staff actively listen to children and extend their thinking by asking open ended questions. For example, a member of staff talks to older children about what they do when not at nursery, they happily relay information about things they have done at home and talk enthusiastically about family members. Older children are also very confident in recognising and naming shapes, colours and numbers. Children of all ages have great opportunities to develop their creative skills, as staff provided daily activities for children to freely explore a wide range of materials. For example, children thoroughly enjoyed exploring 'gloop', and having great fun feeling the sensation of the mixture in their hands. Also, babies have regular opportunities to use all their senses with the use of natural materials and exploring textures of various foods.

The outdoor area is extremely well resourced. Staff, parents and children have made it an exciting and interesting place, where children are able to explore, investigate and have lots of fun in the different areas. For example, they have used old boots, shoes and bags as containers for various herbs and plants. They also have equipment to look at bugs and wildlife and because they have Wellington boots and waterproof clothing all children are able to use this area on a daily basis.

Children's behaviour is excellent, they learn to share, take turns and respect others from the extremely positive role modelling provided by staff. For example, older children wait patiently until a seat is available at the craft table. They are developing a good sense of staying safe and understanding boundaries, for example they are aware of the need to line up calmly when waiting to go down stairs and also that they must not run indoors. Children's health is promoted very well and staff have great awareness of good hygiene practises. They encourage children to wash their hands at appropriate times and discuss the reason for doing this. Children learn about healthy eating both at meal times and also during activities. They visit local shops to buy fruit, vegetables and food from other countries and cultures to try out in nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection.

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.