

# Nesham Private Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY217367
<b>Inspection date</b>	17/09/2008
<b>Inspector</b>	Sharon Greener

<b>Setting address</b>	Nesham Place, Houghton le Spring, Tyne and Wear, DH5 8AE
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Nesham Day Nursery opened in November 2001. It operates from four playrooms in a single story building. The premises are accessed by a small flight of steps to the main entrance or a ramp at the rear of the building. It is located in Houghton-Le-Spring area of Tyne and Wear. The nursery is open each weekday from 07.30 until 18.00 for 52 weeks of the year. Out of school hours and holiday care are available, though to date, these aspects of service have not been required. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register for a maximum of 63 children at any one time. There are currently 79 children aged from three months to five years on roll. The nursery employs 14 staff. All but three of the staff hold an appropriate early years qualification.

## **Overall effectiveness of the early years provision**

Children's individual needs are met effectively and they make very good progress. This is achieved through the staff's comprehensive knowledge of the children in their care. Children are cared for in a safe, secure and stimulating environment which enables them to explore, investigate and make choices. All children are acknowledged and respected as individuals. Staff understand fully the need to continue to develop their skills and build good links with parents, other agencies and professionals to enable every child to reach their full potential.

## **What steps need to be taken to improve provision further?**

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

- ensure that babies' hands are consistently cleaned prior to eating food
- provide children under three years with easy access to a range of resources that reflect and promote diversity
- develop plans to focus and identify the purpose of outdoor play activities for the very youngest children.

## **The leadership and management of the early years provision**

Recruitment, vetting and induction procedures are sufficiently robust for staff and students. Ongoing staff suitability is monitored and Criminal Record Bureau checks are renewed annually. Requirements regarding staff qualifications and ratios are very well maintained and staff are effectively deployed. All staff undergo annual appraisals and benefit from regular supervision sessions, frequent team meetings and the open-door style of management. Strong emphasis is placed on the continued development of staff to further enhance their skills and good practice. Policies and procedures are clear and up-to-date. Staff have a very good understanding of these, including the safeguarding and complaints procedures. Visitors are screened and closely supervised. The required documentation is in

place and is very well organised. Recommendations raised following the previous inspection have been addressed. Systems for record keeping, planning and assessment have been improved, as have nappy changing facilities. All staff are involved in the continual assessment of provision and are well aware of identified strengths and areas for development. They show a commitment to the continual improvement of the care and education provided to children.

Staff establish good links with other providers to ensure children's progression and continuity of learning. For example, before leaving, the nursery staff take some children to visit their primary school. Teachers visit children at the nursery and relevant information is exchanged about the pre-school children. Parents receive ample feedback about children's activities and events of the day. Regular review meetings are organised to share information about children's developmental progress with parents. Staff actively encourage them to be involved in their child's learning. For example, they are kept very well informed of current topics, special activities, songs and stories being used by staff so they can use them at home. Parents are encouraged to borrow books to use at home with their children. This enables them to work in harmony with staff to support children's learning.

## **The quality and standards of the early years provision**

The uniqueness of each child is recognised and valued. Children's admission to the nursery is tailored to meet their individual needs. Good support is provided for children who speak English as an additional language or those with learning difficulties and disabilities. For example, interpreters are used to translate information for parents, signs in the playrooms, and key words for staff to use with children. Staff liaise with other agencies, such as speech therapists and the autism outreach worker. Effective systems of establishing the individual abilities and preferences of children are in place. Staff have a very good understanding of the Early Years Foundation Stage. Information obtained via thorough, well documented observation and assessments of individual children enables staff to best support children's learning and development. Assessment records indicate clearly children's current capabilities and the next step to help them to progress. Key workers are able to identify the individual learning and developmental goals for children. They make very good use of questioning, such as 'What might happen next?' and 'How do you think you could do that?' Staff are very responsive to children's interests. For example, pre-school children's curiosity about the sky developed into a topic on outer space. Younger children's interest in paint is nurtured and they are encouraged to use their hands to explore the paint and make marks on paper. This reactive practice by staff impacts positively upon children learning and development and they make very good progress in all six areas of the early learning goals.

Staff morale is high and they work efficiently together as a team to ensure that a broad range of purposeful activities and learning experiences is provided for children. However, insufficient focus is given to planning outdoor play for the very youngest children. Playrooms are very well organised and give children access to a wide variety of good quality resources. Child-friendly storage systems allows them to self-select activities. This helps to promote their decision making and independence skills. However, resources that reflect diversity are not readily

available to children under three years. Staff manage children's behaviour very well through the use of age appropriate tactics. They readily praise children's positive behaviour and concern shown for others. Children's behaviour is very good. Hygiene standards are high. Positive role modelling by staff and regular routines encourage children to adopt good hygiene practices. For example, cleaning teeth and hand washing as appropriate. However, staff do not consistently clean the hands of babies before they eat snacks. Meals are healthy and nutritious. Children have easy access to fresh drinking water and are offered drinks at regular intervals. Their awareness of healthy foods is nurtured through activities, such as planting, tending, cooking and eating vegetables. Children's well-being is given high priority. They have daily opportunities for physical play indoors and outdoors. A good selection of equipment to enhance their physical development is provided. Suitable safety equipment is in place. Daily risk assessments and regular fire drills are completed and recorded. This helps promote and preserve children's welfare.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **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**

Since the last inspection Ofsted has received one complaint which required the provider to take action. This related to working in partnership with parents regarding the co-operative management of children's behaviour and the appropriate recording and retention of relevant information.

We carried out a visit with regard to the complaint and set an action for the provider to ensure that all records relating to day care activities, including records relating to individual children, are retained for a reasonable period of time and are readily accessible and available for inspection at all times. The provider has taken satisfactory measures to ensure that suitable systems are in place regarding the recording and retention of information pertaining to day care activities. The provider remained suitable for registration at the time the investigation was closed.

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.