

High View Nursery

Inspection report for early years provision

Unique reference number EY217519
Inspection date 30/09/2008
Inspector Anthea Errington / Cilla Burdis

Setting address 2 Viewforth Terrace, Fulwell, Sunderland, SR5 1PZ

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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).

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

High View Nursery opened in 2002. It operates from six base rooms in a four storey converted end terrace house in a residential area. It is accessed by a number of steps and an outdoor play area is available. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, for a maximum of 75 children aged under eight years at any one time. There are currently 107 children on roll who attend for a variety of sessions. The group supports children with learning difficulties and disabilities. The nursery opens five days a week all year round. Sessions are from 7:30 am until 18:00. Seven full time staff work with the children and most have early years qualifications. The setting receives support from the Early Years Development and Child Care Partnership.

Overall effectiveness of the early years provision

All children are included in every activity whilst taking into consideration their individual needs and interests. Stimulating activities provided by the skilled staff ensure children are fully engaged in their play and behave very well. Staff plan effectively for each child, using their observations of children's developmental stages and interests to inform future planning. As a result, children make good progress in all areas of development and learning. Sufficient improvements have been made since the last inspection because the manager recognises the importance and value of developing the service to support children's welfare, care and learning.

What steps need to be taken to improve provision further?

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

- further develop procedures for outdoor play to ensure children can access the bathroom when required and independently
- improve on the systems to ensure parents are fully informed of activities planned to develop their children's learning and development.

The leadership and management of the early years provision

Good systems are in place for the recruitment and selection of staff ensuring children are safeguarded and are well cared for by suitably qualified staff. A well-planned induction programme and regular appraisals ensure that all staff are fully aware of their roles and responsibilities. Priority is given to ongoing personal development and training ensuring staff knowledge and understanding is constantly up to date. Most staff hold a recognised childcare qualification and actively undertake training to continue to improve their skills and knowledge, thus creating an effective learning environment for children.

The quality and standards of care have improved as the nursery has made good progress with regards to recommendations from the last inspection. Improvements

have been made in creating a welcoming and organised environment such as the provision of a buggy store to ensure clear free movement within the premises.

Staff work sufficiently with parents and outside agencies to meet the overall needs of children. An appointed SENCO is in place who is available to attend review meetings and support children throughout their time at nursery. Parents' views and wishes are respected and they share what is known about their child on entry, as they go through relevant information with their key worker. However, they are not given sufficient information with regard to planned activities to fully support their children's learning at home.

Staff deployment and the availability of resources are appropriately organised throughout the nursery ensuring children make independent and safe choices. However, outdoor play is not effectively organised to allow older children to access the bathroom independently.

The quality and standards of the early years provision

Children are happy, stimulated and engaged in their play. They make good progress in all areas of their learning and development. Staff are mindful of children's individual needs and interests and flexibly plan play to incorporate children's wishes. For example, children enthusiastically join in at circle time and are extremely responsive to staff. They eagerly share their information and are confident to make their requests known. For example, they suggest their favourite songs such as 'Baa baa black sheep' and state they would 'like to play in the sand'.

Staff have a secure understanding of the Early Years Foundation stage. They effectively use space, time and resources whilst providing good opportunities for children to experience new, interesting and challenging activities. The systems for recording observations and assessments are effective; therefore, children's next steps to learning are clearly identified. For example, staff plan further activities to develop letter recognition following their observations of children able to identify their first initial.

Children eagerly and enthusiastically engage in activities and develop their understanding of living things. For example, they explain that the cress seeds are growing because they are getting 'lots of drinks of water'. They thoroughly enjoy stories, actively participate because they know the story well, and know what is coming next in the story of 'The tiger who came to tea'.

Children's behaviour is very good and their self-esteem high. They are praised on their achievements and thrive in the friendly and calm atmosphere promoted by staff. Children learn to keep themselves and others safe as they move around the building. They hold hands and listen carefully to adult instructions. They learn about the needs and wishes of their peers as they sit together at circle time and show their concern for others as they allow space for their friends to sit down and join them. Children's health and well-being is enhanced very well. For example, visual reminders are displayed on the bathroom walls and children are able to explain that they wash their hands 'to get them nice and clean'.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Annex B: the Childcare Register

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

The provider confirms that the requirements of the voluntary 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 two complaints that required investigation. These related to organisation and staffing ratios. Ofsted carried out visits with regard to the complaints; no actions or recommendations were raised. The provider remained suitable for registration at the time the investigations were 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.