

Tavistock House Day Nursery

Inspection report for early years provision

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Inspector Sharon Greener

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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

Tavistock House Day Nursery opened in 2003. It operates from eight playrooms in a three storey, listed building within its own grounds. The premises are accessed by a ramp. It is located in Sunderland city centre. The nursery is open Monday to Saturday from 07.30 until 18.30 for 52 weeks a year. They are registered on the Early Years Register and compulsory parts of the Childcare Registers for a maximum of 88 children at any one time. There are currently 130 children from six months to four years on roll. The nursery employs 22 staff. All of the staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Staff promote all aspects of children's welfare and learning effectively due to their very good knowledge of children's individual abilities and needs. Exceedingly good partnerships with parents and good links with other agencies and professionals ensure that all children receive the necessary support and make very good progress in an inclusive environment. Excellent safety procedures, safeguarding and security measures allow children to explore, play and learn in safety. Effective systems of self-evaluation, involving the provider, all staff and parents, ensure that areas for development are identified and action plans are collated. This results in a service which evolves in response to the needs of the users.

What steps need to be taken to improve provision further?

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

- ensure that an accurate record of children's attendance is maintained throughout the day
- ensure that an assessment of each child's achievements is systematically carried out.

The leadership and management of the early years provision

Recruitment, vetting and induction procedures are robust. Ongoing suitability of staff is effectively monitored. Extremely strong emphasis is given to safety. There are strict procedures regarding the supervision of visitors and collection of children. All staff employed at the nursery have completed safeguarding training. Security is tight and staff are exceedingly vigilant. An internal telephone system and closed-circuit television in each playroom and outdoor areas enhance safety. Electronic locks secure doors accessing childcare areas. Only staff have entry key fobs. Staff qualifications requirements and ratios are very well maintained with extra staff to cover lunchtimes. Staff are effectively deployed and work proficiently as a team. They benefit from annual appraisals, regular supervision sessions, full team meetings, weekly group room meetings and the supportive ethos of the management. Staff development is given particular emphasis to further promote

their skills and good practice. Policies and procedures are comprehensive and up-to-date and staff's knowledge of these is very good, especially those relating to safeguarding and a lost or uncollected child. The required documentation is in place and the vast majority is very well organised. However, one children's attendance register was not accurately maintained and a child's developmental record was not sufficiently updated. Recommendations raised following the previous inspection have been addressed. Effective methods for the assessment of the provision are in place and involve the owner, management, all staff and parents. Strengths and areas for development are clearly identified and action plans collated. The setting shows a genuine commitment to the improvement of the care and education provided.

Staff establish good links with other providers to ensure children's progression and continuity of learning. Teachers visit pre-school children at the nursery and relevant information is shared. Parents are given ample verbal feedback about children's activities, progress and events of the day. Regular review meetings ensure that they receive comprehensive information about their children's development, including a written report. Parents are asked to give written feedback following reviews. Newsletters, displays and noticeboards are used effectively to share information with parents. They are actively encouraged to be involved in their child's learning. For example, by nurturing any particular interest their child may have in nursery at home through additional play opportunities and supporting activities in nursery by providing items from home. Parents may spend time in the nursery working alongside staff. This has a positive impact on children's learning.

The quality and standards of the early years provision

Staff work exceptionally well with parents. Children's admission to the nursery is tailored to ensure that their individual needs are very effectively catered for. Parents receive ample information about the service provided and policies and procedures. They are actively encouraged to contribute to their child's developmental records and many do so. Parents and other siblings attend social events at the nursery and organised family outings often at weekends. The parents' committee meet regularly to discuss fundraising and other pertinent matters, such as future development and suggestions on possible improvements to the service. Efficient systems to establish the individual abilities and preferences and the uniqueness of each child are in place. Support provided for children who speak English as an additional language is good. For example, staff obtained keywords in a child's home language from parents to enable them to communicate more effectively with the child. Suitable procedures for supporting children with learning difficulties and disabilities are in place. Staff liaise with other agencies and professionals, such as health visitors. They glean secure information about children's individual abilities and needs through thorough observation mechanisms which are very well documented. Assessment records indicate clearly children's current stages of development, the steps to be taken to help them to progress and the identified learning and developmental goals for each child. Staff make very good use of questioning to stimulate and enhance children's learning and development. They show a real interest in what children do and say and respond positively. Children benefit from the very good quality

interaction and support of staff that are enthusiastic and knowledgeable in the use of the Early Years Foundation Stage. Children make very good progress in all six areas of the early learning goals.

Planning is good and a varied selection of purposeful learning experiences is provided for children. Playrooms are richly resourced and well laid out to enable children to explore and discover. They are able to self-select resources from the child-friendly storage systems. This helps to nurture their independence and decision making skills. Age appropriate tactics are used very well by staff to manage children's behaviour. Children are very well behaved. Hygiene standards are very well maintained. Good role modelling by staff and regular routines encourage children to adopt suitable hygiene practices. A cook prepares meals on site. Parents can select meal choices in advance for their children from a nutritious menu. Children have access to fresh drinking water and are offered drinks at regular intervals. Older children show an emerging awareness of healthy foods. This is enhanced by activities outdoors. For example, children plant and tend vegetables, such as carrots, pumpkins and tomatoes. Staff recognise the benefits children gain from fresh air and exercise. Daily opportunities for physical play indoors and outdoors are provided and children enjoy a weekly visit from the Yoga Bugs coach. Outdoor play space is used effectively to promote and enhance children's physical development and offer additional learning opportunities. A very good range of resources, including large static equipment and sensory areas, are provided. Children are encouraged to test their capabilities in a very supportive environment. Suitable safety equipment is in place. Daily risk assessments and regular fire drills are completed and recorded. Cleaning materials used in the nursery are risk assessed and securely stored. Fire safety checks are conducted by an external consultant and actions raised are addressed accordingly.

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?	Outstanding
How well are children safeguarded?	Outstanding

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?	Outstanding
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

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 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.