

# Places For Children

Inspection report for early years provision

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<b>Unique reference number</b>	EY295684
<b>Inspection date</b>	01/12/2008
<b>Inspector</b>	Julie Larner / Jayne Utting
<b>Setting address</b>	Newburn Riverside, Kingfisher Boulevard, NEWCASTLE UPON TYNE, NE15 8NZ
<b>Telephone number</b>	0191 2645030
<b>Email</b>	
<b>Type of setting</b>	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**

Places for Children at Newburn is part of a national chain of nurseries. It is located in Newburn Riverside close to several transport links. The nursery is purpose-built and arranged on one level. It provides day care for children on the Early Years Register and holiday care for children in the compulsory part of the Childcare Register age range. The nursery is open Monday to Friday from 08.00 to 18.00 for 51 weeks of the year. The setting is registered to provide care for 108 children under eight years. There are currently 80 children on roll, all of whom are in the early years age range. The nursery employs 16 staff to work with the children, all of whom have a relevant childcare qualification.

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

Children enjoy an abundance of activities that place them at the heart of planning play opportunities which are enjoyable and recognise their interests and likes. Consulting with children plays a massive role in the nursery as older children are listened to while they plan the toys and equipment that they want to use.

Inclusion is successfully promoted throughout the nursery, which is a light, spacious area where children use the indoor and outdoor space for play that is mainly well organised to ensure children's needs are met. The parents' contributions are hugely valued and acted upon to make the nursery a good place for both adults and children.

Senior staff show a very good recognition of their roles in the nursery to guide and support the rest of the staff team.

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

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

- ensure effective organisation meets the needs of all children
- ensure sufficient time and resources are provided to enable staff to meet younger children's individual needs at mealtimes and to promote good personal hygiene effectively.

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

The staff team are supported by well trained, experienced seniors and a manager who regularly monitors what is happening in the nursery. By helping out at routine times, such as lunches, and holding regular meetings and discussions with staff, the manager successfully encourages staff to be involved in evaluating the nursery provision. A rigorous recruitment and selection procedure ensures that children are cared for by safe and suitable adults who are able to safeguard the children's well-being and show a good understanding of child protection issues.

Partnerships with parents are excellent. The nursery welcomes parents into the setting on numerous occasions to help them feel valued as an important part of their child's learning and the nursery community. Both formal and informal occasions help parents to become involved in nursery life and feel listened too and consulted, such as through questionnaires which then contribute to assessing the care provided for the children. Regular newsletters, parents' evenings, discussions about children's progress and displays showing what the nursery are doing about issues the parents raise help to create an environment where parents feel included and highly regarded as an important educator in their child's life.

Effective evaluation ensures that the setting makes good progress in identifying areas to improve, such as plans to develop the nursery garden further and how this will be achieved. Recommendations from the previous inspection have been addressed to contribute towards providing improvements in the care of the children and documentation in the nursery is clear and well organised.

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

Children are cared for by adults that have a clear understanding of children's development. The staff know about children's individual progress and identify, alongside parents, strategies to use to ensure children are well rounded in all areas of their development. Children make good progress in their learning. They are motivated by play opportunities that they actively choose and enjoy, through staff consulting with them on a daily basis. Morning sessions provide a focus for children to make choices about the equipment they want out and to share experiences, meaning that staff can use children's interests to tailor play to meet their specific needs. Good systems are effectively used by staff to observe and assess children's progress meaning they can clearly plan to provide worthwhile activities to promote the next steps in children's learning.

Older children benefit from opportunities to get lots of fresh air and physical exercise as they ride trikes and construct models outside. A healthy lifestyle is promoted to ensure children are safeguarded and learn about the benefits of a good diet as they enjoy nutritious meals that meet their individual needs and stage of development. Mealtimes are a social occasion where staff and children sit together and enjoy conversations; however, younger children's needs at this time of day are not always met successfully, for example, with babies not always being held whilst they are fed and a lack of sufficient time to feed themselves. All children's independence is encouraged well throughout the nursery, particularly at mealtimes; however, on occasions, organisation is not sufficiently effective to ensure younger children are well nourished.

Children move freely and safely around all areas of the nursery. They begin to learn about safety as adults provide them with sensitive reminders about how to keep themselves safe and to be careful. Comprehensive risk assessments and the regular monitoring of accidents occurring on the premises securely contribute to keeping children free from harm. A good approach to teaching children about diversity is incorporated as they are supported in learning about others, for

example, as they celebrate Australia Day due to a family in the nursery immigrating from Australia. The nursery follows stringent procedures to minimise the risk of cross-infection as they work closely with parents and other professionals to protect and safeguard children's good health. Secure routines ensure that older children begin to learn about good personal hygiene as they sing songs about washing their dirty hands. However, rigorous procedures for younger children are not entirely successful to ensure good hygiene is promoted before children eat.

Children are settled and happy as they are cared for by staff who value their contributions and recognise their achievements. Younger children begin to express themselves, as adults keenly respond to their attempts to communicate and reward them with heaps of praise for their achievements and development. Younger children have opportunities to explore many natural resources that stimulate their senses, such as crinkly and shiny paper. Children enjoy stories and are beginning to gain an understanding of thinking about what will happen next. They count in their everyday play and are involved in simple songs that help them learn about calculating and encourage them to take an interest in numbers.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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**

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.