

Culverdene Day Nursery

Inspection report for early years provision

Unique reference number	319160
Inspection date	18/09/2008
Inspector	Jayne Utting
Setting address	32 Grainger Park Road, Newcastle upon Tyne, Tyne and Wear, NE4 8SA
Telephone number	0191 272 3774
Email	
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

Established in 1992, Culverdene Day Nursery has 54 places and takes children aged from three months to under five years who live in the local and surrounding communities.

It is open from 08:00 until 18:00 Monday to Friday throughout the year except for bank holidays. Overnight care is not included in the registration.

Children are accommodated in three rooms spread over two levels. There is no lift on the premises. The baby room takes children from three months until they are confident walkers and the "Ladybirds" room takes children up to approximately two and a half years. The dragonflies (two and a half to three years) and Busy Bees (three years to five years) share a room which can be split to enable different age appropriate activities to take place.

In addition there are rooms designated for physical play, role play, a library area on the first floor landing and a fully enclosed outdoor play area.

There are currently 54 children on the register, 10 of whom receive Nursery Education Grant.

There is a total of 10 staff; this includes a manager and a deputy, both of whom are supernumerary. All staff are qualified to level three and beyond. A senior nursery officer is based in each of the rooms.

Overall effectiveness of the early years provision

There is an overriding commitment to inclusion evident throughout the nursery and its practice. Staff act as excellent role models for the children, fostering a positive attitude to diversity, ensuring children develop respect for individual and differing needs as well as confidence in their own unique abilities. Effective systems for the evaluation of the nursery's provision ensures all staff are aware of strengths and areas for improvement within the setting. As a result children's welfare, learning and development requirements are very well met. However, the omission of details relating to planned improvements to the physical environment of the setting means that the action plan is not as well targeted as it could be in order to bring about the maximum impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- build upon existing policies and procedures so that parents are fully aware of the role of the regulator, particularly in relation to complaints
- review priorities within action plan ensuring the inclusion of those that will bring about maximum impact in terms of improvement to the provision and outcomes for children

The leadership and management of the early years provision

Highly robust procedures for the recruitment and vetting of all staff ensures that children are exceptionally well cared for by well qualified, suitable adults. This combined with a well planned induction programme, regular appraisals and effective overall monitoring ensures that all staff are aware of their roles and responsibilities and implement these consistently. A high priority is given to ongoing personal development ensuring the continued provision of a highly skilled, competent staff team.

The manager has drawn up a highly detailed risk assessment and ensures that identified risks are well managed on a daily basis through the appointment of an appropriately trained health and safety officer. An extensive and detailed range of policies and procedures, understood and consistently implemented by staff, are used to inform practice and safeguard the welfare of the children who attend. This combined with effective recording systems for medication administration, accidents and allergies which are all meticulously kept, monitored and efficiently stored, further ensures children are extremely well protected.

Staff maintain excellent links with parents and carers, collecting and sharing important information about children, valuing their contributions as true partners in their ongoing learning and development. In order to further develop a welcoming and inclusive ambiance, a recent family fun day was organised for a weekend in an attempt to give as many parents as possible the opportunity to participate. However, despite efforts to ensure parents have access to the setting's policies, some parents remain unaware of the role of the regulator particularly in relation to complaints.

The participation of senior staff in local cluster groups and interagency teams ensures that the nursery maintains highly productive links particularly with other local providers delivering the Early Years Foundation Stage.

The provider has implemented an exemplary system to monitor and evaluate the provision, working closely with all staff to produce a comprehensive action plan which clearly identifies targets for further improvement. A recent example of this plan's impact has been the compilation of a detailed faith calendar and the purchase of associated resources to ensure the future provision of accurate and informed multi-cultural activities.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make progress across all areas of learning and development. There are highly effective systems in place for collecting information about what children enjoy and can do before they start. This combined with a key worker system and purposeful ongoing observational assessment ensures that practitioners plan and provide challenging and extremely enjoyable experiences tailored to the individual needs and abilities of the children.

Planning is flexible, responding to the interests and ideas of the children, whilst ensuring that there is a good balance of adult and child initiated activities delivered through indoor and outdoor play.

The majority of staff are adept at recognising and maximising all learning opportunities, though practice is not always consistent with younger children, for example, counting plates at snack time to demonstrate how this helps us to find out how many.

Children are extremely polite, well behaved and enthusiastic to take part in all aspects of nursery life. They listen to and have respect for others, and this combined with the excellent example set by staff ensures that all children learn right from wrong. Children demonstrate high levels of independence selecting toys and asking for assistance when needed. Children of all ages are able to express themselves freely and creatively through an excellent range of activities including painting, collage, gloop, discussion, early writing, music and movement. The availability of a wide range of construction, water and sand resources enables children to explore concepts of volume and measurement and prompts the use of basic mathematical language. The nursery makes effective use of soft and outdoor play to enhance physical development as well as to promote the importance of regular exercise. Active, inquisitive and independent learners, children are developing skills to support their future economic well being.

Children are actively encouraged to develop an understanding of how to stay safe and healthy through reference to effective group procedures which staff consistently reinforce, for example holding onto the banisters as they go downstairs.

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?	Outstanding
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?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Good
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?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
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 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.