

Park House Nursery

Inspection report for early years provision

Unique reference number	301766
Inspection date	17/09/2008
Inspector	Shirley Peart

Setting address	Pont Park, Ponteland, Newcastle Upon Tyne, NE20 0JY
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Telephone number	01661 820545
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Email	
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Type of setting	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).

Description of the setting

Park House Nursery was registered in January 1995. It is situated in a rural setting, just outside Ponteland, Northumberland. The group operates from four rooms; babies and younger toddlers are accommodated on the first floor, which is accessed through the nursery and via stairs, older children are on the ground floor. Two enclosed outside play areas are also available.

The group is open Monday to Friday from 08:00 to 17:30, 51 weeks of the year. Most children live in the local surrounding areas.

The group cares for a maximum of 60 children aged from babies to under five years at any one session. There are currently 75 children on roll. The group supports children with learning difficulties and disabilities.

The nursery is owned and managed by a private provider. There are 12 permanent staff who work with the children. Most have a recognised early years qualification and the setting receives support from a teacher from the local authority.

Overall effectiveness of the early years provision

The manager and staff recognise the uniqueness of each child. They are well aware of children's individual needs and family backgrounds and work well with parents to manage children's care and education effectively. Overall, children's welfare is promoted as they are cared for by competent staff and very good health and safety arrangements are in place.

The nursery building has undergone some improvements since the last inspection. The toddler and baby rooms are fully operational and provide a rich environment that supports children's learning and development needs very well.

What steps need to be taken to improve provision further?

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

- continue to extend and consolidate staff's knowledge and understanding of the Early Years Foundation Stage, statutory framework and practice guidance
- develop the assessment arrangements for all children, to take into account any information provided by parents.

The leadership and management of the early years provision

The manager provides strong leadership. She has a clear presence within the nursery and staff approach her easily. The formal self-evaluation form is in the process of being completed and the manager and deputy are well aware of how monitoring the provision helps the nursery and staff to focus on what they do well

and what needs improving. For example, they have already identified that policies and procedures need re-vamping and they have recently re-designed forms such as, medication, accident and registration, which ensures that children's welfare is protected further. Staff are also becoming familiar with the new 'Tracker' books, which help them to assess children's development effectively against the Early Years Foundation Stage (EYFS). The quality and standards of care have improved, as the nursery made good progress with regards to recommendations from the last inspection. The manager's main objective is that good outcomes for children are promoted and to ensure that children have a 'lovely time' while they are in the nursery.

Staff are suitably qualified and some are extending their learning by attending further training, such as a Level 4 qualification in childcare, including the Deputy Manager who is currently working towards her degree, which is good. Appraisals are usually undertaken yearly and staff benefit from occasional in house training. They approach the manager informally if they wish to go on further courses; most staff hold a relevant first aid certificate and all staff are fully vetted. This ensures that knowledgeable and suitable staff care for the children.

Written risk assessments are in place, child protection information is displayed, regular checks by the fire safety officer, appliance testing company and environmental health officer are carried out, which ensures that children are effectively safeguarded.

Relationships with parents are very good. Good quality information is provided for them and information on notice boards, about the educational content and activities, are prominently displayed, so that they are made aware of what their children do. The complaints information in the policies and parents information is out of date regarding contact details for Ofsted, although the displayed poster contains the correct telephone number.

Parents share what's known about their child on entry, as they go through relevant information with their key worker. Parents are kept well informed about their children's care, as staff chat to them and exchange information when they drop off and collect their children. Babies and younger children also take home a useful written daily information sheet. Parents take their children's progress files home regularly and although the staff aim to encourage parents to contribute to their children's learning, development and assessment, current systems do not sufficiently engage parents, so that they are able to contribute fully with what their children know and can do at home.

The quality and standards of the early years provision

Planning is effective and tailored to individual children's needs. Although staff are using the EYFS framework for planning and assessment, some staff are not fully aware that this has replaced previous regulations and guidance.

The good key worker system ensures that children build up effective relationships, which helps with transition when they move rooms, as key workers spend time

with them in their new environment.

Children are very well cared for by dedicated staff and therefore make very good progress in their learning and development. Babies and toddlers are able to move around freely and safely in their environment and they are highly animated and happy when they play indoors and out. They 'wiggle' happily to the music and have a wonderful, messy time making 'sun catchers' with glitter and glue. Staff have lovely relationships with all children and they receive lots of warm, natural interaction, which ensures that they feel safe and secure. Two to three-year-old children sit beautifully during circle time and sing with enthusiasm. Staff's effective management of children's behaviour teaches children clear boundaries and therefore their behaviour is very good. They enjoy receiving applause along with their named star to go on the 'star cloud' which raises their self-esteem very well.

The provision for knowledge and understanding of the world is excellent. Children use a range of natural materials creatively, go on interesting visits, pick fruit and make dessert and visit the horses. Children benefit from small group, well planned, adult-led activities, which enhance their all round learning very well. For example, older children use mathematical language correctly in their baking activity.

Older children understand about staying safe as they form orderly queues to walk from one area to another and staff complete regular head counts on toddlers when they come inside, or when they walk through the nursery. Children use their own named cups; they follow good hygiene practices and monitoring of nappy changing and naps takes place. Therefore, children's health and well-being is enhanced very well.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.