

Billingham Children's Day Nursery

Inspection report for early years provision

Unique reference number	305924
Inspection date	06/10/2008
Inspector	Vivienne Dempsey
Setting address	Hale Road, Billingham, Cleveland, TS23 3ER
Telephone number	01642 566993
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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

Billingham Children's Day Nursery operates full day care for children aged six weeks to five years. The nursery opened in September 1995. Billingham Children's Day Nursery operates from four play rooms in a pre-fabricated building which is situated in the grounds of a sixth form college in the Low Grange area of Billingham. It has its own identified rooms and entrances. Access is by three large steps to the main entrance. The facility serves the local and surrounding areas.

There are currently 62 children aged from 10 weeks to five years on roll and the setting is registered for 50 children. There are 14 funded three-year-olds and two four-year-old children attending. Children attend for a variety of sessions. There are no children with special needs and no children with English as an additional language.

Billingham day care is open five days a week all year round excluding bank holidays. Sessions are from 7.45 to 18.00.

There are 13 full time members of staff working with the children including the cook and person in charge. All members of staff have a childcare qualifications.

The nursery have the support of a teacher from the local authority.

Overall effectiveness of the early years provision

All children are included as staff provide a welcoming and inclusive service. Staff recognise the uniqueness of each child and children are making good progress in their learning and development. Children's welfare is suitably promoted, although general cleanliness is not always maintained to a suitable standard. Self evaluation involves staff, parents, children and other providers and identifies most of the strengths and weaknesses of the early years provision. Most actions taken are fit for purpose and there is evidence of their beneficial impact on children's learning and development. For example, staff have worked closely with the local authority advisor and other settings to develop their use of observations to plan for children's current interests, development and learning.

What steps need to be taken to improve provision further?

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

- improve the storage of resources and ensure the premises and equipment are suitably clean
- develop health and hygiene routines for all children
- develop clear systems to record hours of children's attendance and deployment of staff
- dress babies appropriately and maintain room temperatures to ensure the comfort of young children.

The leadership and management of the early years provision

Vetting procedures for all adults who work with children are robust to ensure they are suitable. Clear induction procedures are in place and staff sign to say they have read and understood the comprehensive range of policies and procedures. Arrangements for safeguarding children are in-line with Local Safeguarding Children Board procedures, and understood by those who work with the children. Systems are in place to record staff's and children's attendance, however, this is not accurately maintained, hours of children's attendance is not always clear and deployment of staff is not always appropriate to meet the needs of children, especially on arrival.

Self-evaluation takes into account the views of children, parents, carers and partners. It identifies most strengths and weaknesses and is used to devise actions that leads to some improvement. Staff are able to demonstrate how they have raised children's achievements and improvement since the last inspection has had a positive impact on children's learning and development. For example, staff use observations to plan for children's next steps in their learning and development.

Partnership with parents and carers is good and they are well informed about their children's achievements and progress. The setting is developing links with other providers to ensure progression and continuity of learning and care for all children. Children with learning difficulties and disabilities, and English as an additional language are fully supported and included. The setting works with other agencies and services to ensure children get the individual support they need.

The quality and standards of the early years provision

Children are happy, confident and settled. Staff have a good knowledge and understanding of the EYFS learning and development requirements, as a result children are making good progress and show positive attitudes to learning. For example, children are involved in a wide range of exciting and stimulating sensory activities. They enjoy playing in the soil with dinosaurs and worms, and have great fun with gloop, jelly and sand. Although some sensory activities for younger children are not always appropriate. Good quality planning, which covers all areas of learning is in place and records show children's progress towards the early learning goals. Observation and assessment is used to plan for the next steps in children's learning and development. Parents are regularly informed of their child's progress and are actively encouraged to help their child succeed. Reports, given to parents, include planning for next steps in children's learning and development, keeping them informed at all times.

All children access the outdoor areas daily, they manoeuvre wheeled toys skilfully, enjoy chalking on the ground and using paint brushes and water. Babies enjoy close contact with staff while sharing picture books, and older children confidently sound and write letters of their name. Children have opportunities to develop their calculating skills in order to improve their ideas when solving practical problems. For example, staff provide different size tubes and balls and children work together to

find which ball fits into which tube.

Children are very well behaved and staff effectively encourage children to share and take turns. Very young children wait patiently for their turn on the see-saw and watch while other children finish their turn, and verbally indicate when it is their turn. A wide range of risk assessments are in place and include outings. The premises are secure and children can not leave unsupervised, helping to keep children safe. However, children's welfare is not always fully promoted. For example, the equipment and resources are not always suitably clean, the storage of equipment is at times hazardous, some room temperatures are low and babies are not always clothed appropriately. Children are beginning to learn about personal hygiene and most children are encouraged to wash their hands before snacks and meals. However, hygiene routines are not consistently promoted in all childcare rooms.

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?	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

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?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
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

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.