

The Jesmond Nursery

Inspection report for early years provision

Unique reference number 319314
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Inspector Kathleen Snowdon

Setting address 8 Osborne Road, Jesmond, Newcastle upon Tyne, Tyne and Wear, NE2 2AA

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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 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

Jesmond Nursery in Jesmond, Newcastle is close to all facilities including local schools. The nursery operates from a large, three story detached house with fully enclosed outdoor play areas. It was registered in 1993 and is on the Early Years Register. A maximum of 75 children in the early years age group may attend at any one time; currently 122 children, who live in the local and surrounding communities, are on roll.

Children are grouped, according to their developmental stage, in one of seven rooms spread over three floors; there is no lift access. The nursery is open Monday to Friday, from 08.00 to 17.45, 51 weeks of the year. There are 37 full and part time members of staff and all hold appropriate qualifications. One member of staff and the principal have Early Years Professional Status.

Overall effectiveness of the early years provision

Exceptional priority is given to the children's health and safety. As well as this, strong partnership working offers children a wide range of learning experiences so they make very good progress towards the early learning goals. Staff's excellent knowledge of individual children and the account taken of children's interests and abilities means every child is helped to reach their full potential. Although children learn about the wider world, the range of resources reflecting diversity, especially disability, is rather limited. Effective self-evaluation exemplifies the nursery's capacity for and commitment to future improvement and development.

What steps need to be taken to improve provision further?

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

- extend the range of resources that help children develop positive attitudes to people who are different to themselves.

The leadership and management of the early years provision

Staff work very well as a team. They are committed to providing high quality care and education and all have very clear ideas about their roles and responsibilities. They use this strength to refine and perfect their own practice. For example, the entire staff group participates in ongoing assessments of the service they provide. This enables them to target areas for improvement, exemplified by the way in which recommendations made at the last inspection have been addressed. Staff identify areas for further training to keep up to date and well informed about important issues. Recent courses include equality and diversity, behaviour management, first aid and safeguarding.

The children's health and safety are paramount. Thorough risk assessments

minimise any risk to the children and vigilant supervision from staff keeps the children safe throughout their time at nursery. Exceptional measures are taken to protect the children at all times, including outings. For example, photographs of the children are taken before they leave the nursery to remind staff of what children are wearing in the event of a child getting lost. Alongside this, rigorous recruitment procedures and staff's excellent knowledge of safeguarding protects children from unsuitable people.

The standard of hygiene in the nursery is first-rate and there are highly appropriate arrangements in place to deal with sick children; these factors contain the spread of common illnesses and infections. Documentation is very well organised. All essential written policies are in place and are readily available to interested parties. Records are stored securely on site to protect confidentiality and details amended as soon as changes occur to keep information up to date and accurate.

Partnership with parents is very good. Information packs are given to parents when children begin attending to give parents an insight into the way in which the nursery operates. Monthly newsletters and dedicated notice boards keep parents informed of current events while daily diaries and daily record sheets keep them abreast of their children's day at nursery and their overall progress. Parents have very positive views of the nursery and the staff, whom they describe as 'brilliant, good fun and hard-working'. Parents particularly value the happy atmosphere and the prevalence of 'cuddles and laughter' throughout the nursery.

The quality and standards of the early years provision

Staff's secure knowledge of how children learn and the strength of the key person system offer children very good support and reassurance. This increases the children's propensity to learn and means they feel happy, settled and valued. Nursery rooms are well organised, well resourced, bright and welcoming. Toys and equipment are easily accessible to the children to give them lots of choice. The children are becoming increasingly aware of difference through handling resources that reflect varying images of diversity; the range is fairly limited however, especially items that help children understand disability.

Planning covers all areas of learning. It is based on accurate and perceptive observation and assessment of the children's starting points and abilities and includes indoor and outdoor activities that encourage the children to pursue their personal interests. Planning also reflects the highly worthwhile links the nursery has made with other professionals, such as teachers of languages and dance and musicians. This offers the children rich, varied and highly beneficial early learning experiences. There is an excellent outings programme and there are frequent visitors to the nursery, including community police officers, so children are becoming familiar with the wider world.

Music is a particular source of enjoyment in this nursery. The children sing favourites, such as 'Away in a Manger' and 'When Santa Got Stuck' with enthusiasm and emotion. They show exceptional awareness of musical instruments

and are able to identify many, even uncommon ones, such as cabasas and guiros. They express their growing creativity in other ways too, painting, for instance and during role-play, when even the youngest children use their imagination to pour out tea and pretend to drink it from a cup. The children are remarkably well behaved, highly motivated and very receptive to learning.

Children's physical development is given excellent priority. Menus are varied, appetising, well balanced and devised with input from a dietician. Meals and snacks take account of individual children's specific dietary requirements and include ample portions of fruit and vegetables to help children develop healthy tastes and preferences. Children learn about the importance of cleanliness through consistent daily routines, such as hand washing before eating and after using the bathroom. All the children enjoy daily outdoor play, which gives them good scope to move freely, have fun and enjoy themselves.

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?	1
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?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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

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