



Hetton Le Hole Nursery

Inspection report for early years provision

Unique Reference Number EY302067

Inspection date 13 September 2005

Inspector Marilyn Besford

Setting Address Victoria Street, Hetton-le-Hole, Houghton le Spring, Tyne and Wear, DH5 9DG

Telephone number 0191 5536700

E-mail hetton.nursery@schools.sunderland.gov.uk

Registered person Hetton Le Hole Nursery School

Type of inspection Childcare

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Hetton-le-Hole Nursery Childcare opened in 2005. It is situated in a residential area of Hetton-le-Hole, Tyne and Wear. It operates from six playrooms, three in a purpose-built annexe and the three playrooms of the nursery school. There are two garden play areas, one specifically for children under three years, and an enclosed outdoor play area used by all children.

A maximum of 47 children may attend the childcare facility at any one time. The childcare facility is open each weekday from 08.00 to 18.00 for 50 weeks of the year. Children attend from the local area. There are currently 39 children on the roll, aged

from birth to 4 years. Of these, 30 are under 3 years of age and 9 are over 3 years. The setting supports children with special needs.

The childcare facility has six staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted. Children are learning good self-care skills and older children manage their personal hygiene independently, such as washing hands before lunch. Younger children are supported well by staff who encourage them to learn to manage themselves by giving verbal advice, such as how to turn the tap on by pressing down on it, and allowing time for the children to practice the skills.

Children are protected from the risks of cross-infection and illness by the good health and hygiene procedures followed by staff. They ensure the premises and equipment are very clean and follow careful procedures for dealing with accidents, medication and sickness. Staff follow generally good practice in nappy changing by using disposable gloves and carefully washing hands to prevent cross-infection, although they do not consistently use disposable aprons. The changing area is sanitised thoroughly after every use but the nappy disposal bin and limited ventilation of the nappy change area are not always effective in keeping the air fresh.

Children's dietary needs, including special requirements, are well catered for. The children enjoy meals and snacks which help them to learn about healthy eating principles and encourage them to try a variety of foods. Mealtimes are a pleasant social occasion and the children manage well, serving themselves with food, and are becoming independent eaters.

Regular daily opportunities for physical play outside help the children to enjoy exercise and develop healthy bodies, using a wide variety of large and small equipment and having the freedom to explore the outdoor space.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an attractive, welcoming environment which is well organised, with areas for different ages of children and space for all types of activities which promote their development. Older children are able to move around and play freely. They enjoy the use of child sized furniture and age appropriate play materials which enable them to play safely and comfortably. Storage in trays, boxes and shelving units at child height means children can independently access play materials.

Younger children are safe and well cared for with comfortable furnishings, such as

cots and high and low chairs and they benefit from a suitable range of developmentally appropriate toys and activities. However, there is limited provision of equipment and domestic scale furniture to assist children beginning to stand and walk.

Children are well protected because the setting has good safety procedures and practices. Access to the premises and to individual areas within the nursery is controlled by security locks and staff are very clear about who is authorised to collect children from the setting. The premises and equipment are checked carefully and kept in good condition to prevent hazards for children. Careful supervision by staff also ensures risks to children are minimised. They help them learn to move around indoors and outdoors safely and with consideration for others. For example, they ride and push wheeled toys in the garden with increasing control and coordination, respecting other people's space.

Children are safeguarded from possible abuse or neglect because staff have a clear understanding of their responsibility to take action if they have any concerns about a child's welfare. The nursery's operational plan has clear procedures to follow but these do not include the action to be taken in the event of an allegation concerning a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and clearly enjoy being in the setting. They relate well to staff and other children. They are divided, most of the time, into groups by approximate age which means that they receive care closely focussed on their developmental needs. They also benefit from opportunities to mix together when they share activities, such as outdoor play, and at mealtimes, which are a chance to develop social skills.

Children of all ages engage in their activities with interest and enjoyment. Younger children are well cared for as staff follow their individual routines for rest and feeds. They enjoy affectionate, sensitive interaction with staff who know them well and can anticipate their needs. The effective use of the 'Birth to three Matters' framework means that younger children are engaging in play and activities which stimulate all areas of their development.

Older children take part in a broad range of interesting activities, integrated for much of the time with the children attending a nursery education session. They show developing independence and initiative as they select their activities. They benefit from staff consideration of their need sometimes for a different pace of activity to complement their busy nursery education session, such as their own group time when they enjoy stories or a musical activity.

Children throughout the setting make good progress because staff plan carefully for their activities. and evaluate them. This influences future planning and helps to identify children's developmental needs, with the result that their individual development is well promoted.

Helping children make a positive contribution

The provision is good.

Children are valued and respected in the nursery. Their individual and special needs are met well because staff get to know them and their families very well and have regard for each child's individual care needs and stage of development. The children benefit from the good relationship between parents and staff because it means that information about their care and progress is very effectively exchanged, in writing and through discussion, and parents feel welcome and involved in their child's learning.

As they get older, children show a sense of belonging in the nursery. They know and can talk about their daily routines and they are encouraged to play a full part in the life of the nursery. They make choices of activities, get out and clear away equipment and serve themselves at mealtimes, growing in independence and self-esteem. They know they are part of their local community and learn about the wider world through activities and play materials reflecting different cultures.

The children's behaviour is good. They are given lots of praise and encouragement and learn to share and take turns, showing consideration and respect for others. They are aware that there are rules and boundaries. Their understanding is reinforced by quiet reminders from staff and encouragement for older ones to be role models for younger ones, such as, how to behave at the lunch table, helping them to take responsibility for their own behaviour.

Organisation

The organisation is good.

Children are well cared for and play and learn successfully because effective organisation underpins the work of the setting. Comprehensive policies and procedures are implemented effectively, helping to keep children healthy, safeguard their welfare and promote their development. They benefit from the support and encouragement of well-qualified staff, effectively deployed in a key worker system, providing stability and security.

The routine of the nursery provides children with a sense of structure but flexibility ensures that individual needs are met, such as babies' feeding and sleep times. The well-organised environment means that children can move around freely and play safely with increasing independence to access activities and manage their personal care as they get older.

The system of record-keeping ensures that children's personal records contain all relevant information, discussed with parents and kept up to date so that appropriate, individual care is provided, contributing to children's well-being and progress.

Overall, the needs of children who attend are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the provision for nappy-changing with regard to ventilation, disposal facilities and the use of disposable aprons
- improve the provision of furniture and equipment to assist children in learning to stand and to walk
- improve the child protection policy by including the procedure to be followed in the event of an allegation being made against a member of staff.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk