

Nursery Time

Inspection report for early years provision

Unique reference number 314137
Inspection date 30/06/2009
Inspector Karen Marie Tervit

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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).

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

Nursery Time is one of three privately owned provisions run by the Nursery Time group. It opened in 1999 and operates from two floors of a purpose-built building in Willington, County Durham. The nursery is open each weekday from 07.30 until 18.00 for 51 weeks of the year, excluding bank holidays.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 58 children at any one time. There are currently 79 children on roll; of these, 33 are in the early years age group. The setting supports children with learning difficulties. All children share access to a secure enclosed outdoor play area.

There are 17 staff working with the children; of these, 14 hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a warm, welcoming and secure environment. They are provided with a range of positive learning opportunities which enable them make good progress towards the early learning goals given their starting points. The setting's inclusive practice ensures that partnerships with parents are strong and children's individual needs are known and met. The recommendations from the last inspection have been effectively addressed and the ongoing process of self-evaluation demonstrates the nursery's capacity and commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the written risk assessments to ensure that all areas are thoroughly checked before children access them
- further develop the organisation of meal and snack times to ensure that all children's individual needs are met
- further develop the range of experiences for older children so they receive appropriate challenge both indoors and outdoors.

The leadership and management of the early years provision

The owner and manager have clear ideas and work well together to promote good outcomes for children. All staff are suitably qualified and vetting procedures for all adults are robust, effectively safeguarding children. Staff have a good knowledge of the Early Years Foundation Stage curriculum. They are eager to further their own professional development and are very well supported in accessing further training, both in-house and external. This has a positive impact on the children's

learning and development. A good range of policies and procedures is in place.

The nursery staff work in partnership with other professionals to support the learning and development of children who have specific needs. Good links are in place with parents, carers and other agencies, especially the local Sure Start facility, nursery and schools. This promotes a shared approach to children's ongoing learning and care needs and their transition into school. Parents are encouraged to share what they know about their children and information is sought regarding children's starting points.

Since the last inspection, previous recommendations have been effectively implemented to promote the outcomes for children. For example, children now have access to a wide range of natural materials and planning now ensures that all areas of learning receive regular and appropriate attention. The management and staff team are also committed to self-evaluation, providing a good basis for the continuous improvement of the setting. For example, new toys and equipment have been purchased and plans are in place for the development of the outdoor area and a nursery extension. The manager has also reviewed the way in-house training is delivered, which has been particularly successful during the recent safeguarding training.

The quality and standards of the early years provision

Children are confident, interested and motivated to learn. Staff have a good understanding of the learning and development requirements and how young children learn. They plan a good balance of adult-led and child-initiated activities across all areas of learning. However, occasionally older children can become boisterous as they lack sufficient challenge, particularly as access to outdoors has to be rotated as space is limited. Staff observe children well and use this to plan the next steps in children's learning. Children show great interest in visitors' name badges; staff quickly picked up on this and incorporated the making of badges into their plans for the next day's activities. Even very young children confidently select their own toys and activities and move around independently. For example, young children delight in crawling or shuffling through the play tunnel indoors or using the brushes in the outdoor tray to explore the mud and water. Older children develop good mouse skills while using simple computer programmes; they delight in wearing wellies outdoors and jumping in the puddles or digging for mini beasts. They thoroughly enjoy visiting the sensory garden or walking along the disused railway tracks.

Children are well behaved and develop good relationships with staff and each other. They politely say 'excuse me' when wanting to get past adults and other children. Staff are good role models and give children praise and encouragement for their achievements. This contributes to the children's sense of trust and develops their positive attitude to learning. Staff have good links with parents and carers and positively promote their involvement in their child's care and learning. For example, whiteboards are used to tell parents about children's learning. Good use of moving-on files is made, with parents being encouraged to contribute to these with their own 'wow' moments. Home visits are offered before placement

starts and regular parents' evenings are held. Parents' comments about the nursery are positive.

Children receive a healthy and balanced diet, developing good independence skills as children are encouraged to serve themselves. Parents are able to supplement children's snack and provide tea for them; these foods are not always healthy. This, along with all children, apart from the babies, getting lunch and afternoon snack together, sometimes results in children becoming overexcited. Risk assessments are in place in which most risks are identified and minimised and children are well supervised. Staff help children to understand how to keep themselves safe as they offer gentle explanations; for example, they help children to negotiate the stairs to and from the pre-school room safely.

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? | 3 |
| 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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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