

# Heaton Nursery and Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	319193
<b>Inspection date</b>	06/04/2009
<b>Inspector</b>	Jayne Utting
<b>Setting address</b>	38 Heaton Grove, Heaton, Newcastle upon Tyne, Tyne and Wear, NE6 5NP
<b>Telephone number</b>	0191 265 6427
<b>Email</b>	
<b>Type of setting</b>	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**

Heaton Nursery and Out of School Club is one of two provisions owned and managed privately. It opened in 1970 and operates from a converted Victorian mid-terrace house. It is situated in the residential area of Heaton in Newcastle upon Tyne. A maximum of 44 children may attend the nursery, and 10 children may attend the out of school club at any one time. The nursery is open each weekday from 07.45 to 17.45 for 51 weeks of the year. The out of school club is open from 07.45 to 09.00 and 15.00 to 17.45 each weekday during term time, and 07.45 to 17.45 during school holidays. There is a secure outdoor area for supervised outdoor play.

There are currently 44 children aged from birth to under five years on roll in the nursery, and 10 children aged from three to under eight years on roll in the out of school club. The club also cares for children aged over eight years. It is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. Of the 44 children attending the nursery, 26 receive funding for nursery education. Children come from a wide catchment area. The nursery and out of school club support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery and out of school club employs 20 staff. All staff, including the manager hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Staff have a good understanding of each child's background and needs, ensuring each receives an enjoyable and stimulating care and learning experience. They actively encourage children to celebrate the diversity of the world in which they live, respecting individual and differing needs, and this is well supported through a range of appropriate resources and activities. Purposeful praise and encouragement further ensures children develop confidence in themselves. Systems for self-evaluation involve staff, parents and older children, and are effective in identifying most areas for ongoing improvement. This has a positive impact on the setting's capacity to improve and fosters a culture of continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the use of ongoing observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child
- further organise the learning environment for babies to ensure they have free access to resources
- ensure policies are regularly reviewed particularly in relation to complaints and child protection.

## **The leadership and management of the early years provision**

The management team are committed to their staff and children, and have a clear vision for the nursery. As a direct result, all staff are motivated and work well together on a day-to-day basis. All staff hold appropriate early years qualifications and are committed to attending relevant training courses to enhance their ongoing personal development. Recent courses include safeguarding children, equality and diversity awareness, block play and the Early Years Foundation Stage. Effective recruitment and vetting procedures are in place ensuring children are well protected, and good induction systems and regular staff planning meetings are established.

The setting has a comprehensive collection of policies and procedures in place which are understood by all staff and shared with parents. However, some documents, for example the child protection and complaints policies, contain some out of date information. Otherwise all relevant records are in place, easily accessible and up to date ensuring individual care is provided. Documentation is well organised and confidentiality maintained.

Detailed and informative information is given to parents before their child starts the nursery and this, combined with several induction sessions, enables both parent and child to become familiar with the setting's routines. Parents are also kept up to date with significant events that are happening during their child's time at early years through the provision of a regular newsletter as well as a dedicated notice board. The provision of a handbook detailing all the setting's written policies further ensures that parents remain informed as to the aims and objectives of the group. Children's development files are always accessible to parents. Their contributions to these files are valued by staff, ensuring the ongoing continuity of care for each child.

Staff are given the opportunity to inform the self-evaluation process through regular staff meetings, ensuring that the setting as a whole has the opportunity to reflect on practice in order to continually improve the service they provide. In addition, feedback from parents is actively sought and acted upon, as well as comments from children attending the out of school provision.

## **The quality and standards of the early years provision**

Children are well supported and helped to gain confidence in their abilities and build positive relationships through their interactions with staff and their peers. There is opportunity for children to participate in a wide range of new and stimulating experiences and they are encouraged to take an active role in the group. Staff communicate well with children using clear and simple language, which in turn helps children to learn and develop well.

Staff have a good knowledge of the Early Years Foundation Stage (EYFS). An effective system for planning and assessment has been put in place recently and

this is appropriately linked to the six areas of learning. However, these observations are yet to be used consistently to identify the next steps in each child's learning. Key workers regularly monitor and observe children as they participate in activities and use this to inform future activities, ensuring they are sensitive to the differing needs of each child. Rooms are generally well organised and set out, ensuring children have effective learning experiences as well as lots of fun. However, whilst toys are available on the floor for babies to access independently, this area is quite cluttered which affects their ability to make clear choices about what they want to play with. Staff make good use of open-ended questions to encourage children to extend their thoughts and ideas and to solve simple problems. They also encourage children to recall previous activities, such as a recent trip to the library with 'Simon the tiger', helping to consolidate their learning further. Staff manage children effectively, valuing their contributions and adapting activities to ensure that all children are able to participate. Children's achievements are well recorded and they are beginning to use photographic evidence to support written observations.

Children have a positive attitude to activities and are eager to take part. They have clearly formed close relationships with the staff, are self-assured and have high self-esteem. For example, they speak confidently within the group, are happy to approach visitors and ask questions, relate well to their friends and play together happily. Children are kind and considerate, helping each other to put on toy necklaces. All children help to tidy up when asked by staff, they know where things go and successfully put toys away. Older children show developing independence, putting on their own jackets to go outside and filling their water beakers as required.

Babies and toddlers enjoy the opportunity to explore the sensation of 'gloop', giggling as they swirl their fingers through the mixture. Staff are sensitive to toddler's developing language skills, praising them for correctly naming animals on a puzzle and encouraging them to name more unfamiliar animals. Children of all ages have free access to play dough and enjoy making pretend birthday cakes with the mixture, counting the number of candles on the cake and sharing it with their friends. In addition, children enjoy making sticky Easter cards, gluing bright pieces of paper onto the card. Free access to a range of resources to support this activity encourages children to develop their creative skills, exploring and experimenting with different media to make something totally unique.

There is regular, well planned access to a secure outdoor area allowing children the opportunity to use a range of large physical equipment. For example, they confidently balance on tyres, scale the climbing frames and negotiate a safe path whilst running between their friends. This combined with a healthy nutritious menu, developed in consultation with a paediatric dietician ensures children learn the advantages of a healthy lifestyle.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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