

Nunthorpe Early Years Centre

Inspection report for early years provision

Unique reference number 508281
Inspection date 06/07/2009
Inspector Sandra Davies

Setting address The Crescent, Nunthorpe, Middlesbrough, Cleveland, TS7 0JW

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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

Nunthorpe Early Years Centre was registered in April 2001 and is one of a group of nurseries owned by the Nunthorpe Nurseries Group. It is situated in a detached, converted building close to local amenities, shops and schools in the Nunthorpe area of Middlesbrough. Children are cared for in three main rooms. There is a secure outdoor play area. Opening times are from 7.30 to 18.30, five days a week, throughout the year.

The nursery may care for a maximum of 76 children. They are registered on the Early Years Register and currently have 40 children, from three to under five years on roll. The provision is also included on the compulsory and voluntary parts of the Childcare Register. There are 12 children attending between five and eight years old and three children over eight. Children attend for a variety of sessions. Nursery care, playgroup and out of school care are included in the service.

There are two full time staff and three part time staff to work directly with the children, all of whom hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A very welcoming and secure environment is provided, in which children's care and developmental needs are successfully promoted. Staff are supportive of children with disabilities, and systems are in place to support children with learning difficulties, promoting an inclusive environment. Managers are keen to continually evaluate and improve their practice and work closely with staff and parents to identify the settings strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop staffs knowledge and understanding of the observation and assessment process to ensure that information is used for future planning for individuals
- ensure that complete copies of the inspection report are provided to parents.

The leadership and management of the early years provision

A full range of policies and procedures are in place, to ensure the safe and efficient management of the setting. All the required records are in place and well presented. Safeguarding procedures are clearly understood by staff, ensuring the safety of the children. Risk assessments have been carried out, both for the premises and outings, further protecting the children.

The setting is led and managed very well by a keen and committed team. They strive to continually improve the provision and to promote the outcomes for children. Staff are involved in the self-evaluation process and parents views are sought and acted upon. Recommendations from the previous inspection have been addressed, demonstrating a capacity to improve. Staff are well qualified and continue to up grade their qualifications and attend training sessions. There is a thorough recruitment and vetting procedure and an induction programme, ensuring that staff are well equipped to care for children.

Partnership with parents and carers is good. Parents receive comprehensive, clear information about how the nursery operates and the Early Years Foundation Stage and parents are provided with information on the inspection report . However, this is not a complete copy of the report. Photographs of staff are displayed and there is a key carer system in place. Parents complete a questionnaire, seeking their views and receive a monthly newsletter. There is a good level of liaison about children's progress, on a daily basis and parents have regular opportunities to share their child's assessment folder. There are open sessions and opportunities for parents to get involved in the activities. Parent's comments are very positive and they are pleased with the service offered, stating that the setting is really good and very flexible.

The quality and standards of the early years provision

The nursery is stimulating and colourful. There are lots of posters, children's art work displayed, and a range of toys and resources available. Staff greet children warmly and they settle quickly in their familiar surroundings. Resources are well set out, at child height, allowing children to make choices and be independent. Staff work closely with parents to ensure they are aware of children's starting points, needs and interests. Links with other providers have been established, ensuring continuity in care and education. Staff record milestones on a daily basis. Key carers carry out regular planned observations, evaluate the assessment records and plan for future development. However, not all have a full understanding of the observation and assessment process.

Planning includes all areas of learning, giving children opportunities to develop wide ranging and varied interests. Children have opportunities to socialise, for example, at meal times and when joining in activities together. Children have circle time when they talk about what they have been doing. Children are becoming more confident and developing their self-esteem, supported by caring staff who praise and encourage them. They are becoming more capable in self care and confidently serve out their own lunch. Books are readily available and children enjoy stories being read to them and demonstrate an enjoyment of books as they self select and sit and look at them. There are opportunities for children to apply their knowledge of numbers and solve mathematical problems in every day activities. For example, when counting the children as they line up to go outside and helping to give out dishes at meal times. Children use tape measures and rulers for calculation and measure using sand and water. Trips into the local community help children to learn about the world they live in. They have visited the local farm, and a butterfly centre. Children experience the seasons as they put

their sun cream on and go out in the sunshine, or use brollies and go out in the rain. Programmable toys are readily available and children confidently use the computer. Children enjoy physical activity, and develop skills and co-ordination as they play outdoors, building obstacle courses with planks and logs and take part in yoga sessions indoors. Children's creativity is valued, for example through displaying their work. They are able to experiment with various media, for example, paint, sand, water, leaves and wool. The home corner and dressing up clothes help children to use their imagination, responding and communicating ideas with each other. For example, a group of children were making meals and setting the table.

Children develop an understanding of dangers and how to stay safe as they take part in fire drills, are encouraged to explore boundaries in a safe environment and learn about road safety. Staff help children to develop a healthy life style and understand the benefits of physical activity both inside and outdoors. Children adopt good hygiene practices, for example, when they carry out hand washing and use tissues. There are good opportunities to make healthy food choices with fresh fruit and vegetables available. Children made fruit kebabs on their 'beach' day. Drinking water is readily available, ensuring that children remain hydrated. Children's behaviour is well supported, giving them confidence and self-esteem.

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?	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

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