

The Horseshoe Day Nursery

Inspection report for early years provision

Unique reference number EY224879
Inspection date 13/05/2009
Inspector Jacqueline West

Setting address The Horseshoe, Follonsby Terrace, West Boldon, East Boldon, Tyne and Wear, NE36 0BZ

Telephone number 0191 4698333

Email

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

Horseshoe Day Nursery opened in 2002. It is privately owned and managed. It operates from three rooms in purpose built premises. It is situated in a rural area of West Boldon in South Tyneside. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered to care for a maximum of 52 children aged under eight years at any one time, all of whom may be in the early years age range. There are currently 77 children on roll in the early years age range. There are no children on roll in the later years age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 12 staff to work with the children, of whom 11 hold appropriate early years qualifications to National Vocational Qualification at level 3. Of these, four staff have a level 4 qualification and one has Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff are friendly and offer a homely environment to all families. Most children are provided with a suitable range of challenging activities. Consequently their overall learning and development is promoted. Systems for planning and assessing learning are developing well. The setting seeks to make continuous improvements through completing schemes, such as Aiming for Quality. The staff show a positive attitude to providing an inclusive environment, this includes attending relevant training and liaising with other professionals.

What steps need to be taken to improve provision further?

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

- further develop the key worker system for children under two years to ensure that they are acknowledged and affirmed by important people, thereby gaining confidence and inner strength through secure attachments with these people
- develop systems for non-prescription medication to ensure parents are aware of the dosage administered to children. For example, with the use of herbal teething powders
- consider the needs, interests and stages of development of all of the children in the under two year room to plan a challenging and enjoyable experience across all areas of learning and development
- promote how children gain a sense of self respect and show care for their own personal hygiene. For example, when accessing the toilets.

The leadership and management of the early years provision

The manager and staff meet monthly to evaluate the care and education provided. They identify priorities to further promote outcomes for children. For example, outside support to develop assessments of children's learning. The manager carries out a mental self-evaluation which is generally effective. However, the system is being developed to include all staff. The manager is aware of the setting's strengths and areas for improvement. She has put some systems in place to address these. Recommendations from the previous inspection have been addressed well. Examples of this are where registers accurately record the times of arrival and departure, and the safety of the premises both indoors and outside is monitored. Consequently, children's safety and welfare is promoted. The manager values the staff and their ongoing commitment to implement change. The suitability of staff is appropriately monitored through team meetings and appraisals.

All the required policies and procedures are in place and regularly reviewed for the safe management of the setting. Most staff are very well deployed to ensure the children's safety and well-being, especially when in the rear outdoor area. Risk assessments take place daily to reduce the opportunity for accidental injury. Staff have a sound understanding of safeguarding and are aware of the setting's written procedures. This helps protect children from harm.

The staff have built friendly, warm relationships with parents. Parents speak highly of the nursery and make comments to the friendly, approachable staff who communicate well. Appropriate written information is sought from parents when children first start, which aids a smooth transition. Staff talk to the parents daily, they discuss nappy changes, sleeping patterns and any other pertinent information. Parents make contributions to their child's learning journals through use of the 'wow' box. Yearly reviews and regular newsletters also encourage parents to be involved in their child's learning. Links with local nurseries are developing to promote continuity of care.

The quality and standards of the early years provision

Children make steady progress towards the early learning goals. Planning and assessment systems are developing well and cover all areas of learning. Children benefit from a flexible routine, including a suitable balance of child-centred and adult-led activities. The rooms where children aged two to four years are cared for are organised well. Children have the opportunity to self-select from low-level storage, some of which is labelled. However, the toilet area offers little privacy. The baby room is spacious and some equipment is stored at low-level, such as the books and musical instruments. The organisation of the resources, staff observations and interaction does not effectively challenge the older babies. This has a negative impact on their learning and development.

Children aged two to four years are provided with a varied range of activities and experiences, such as painting, manipulating play dough, construction toys and

imaginary play. They are eager learners, developing increasing confidence and self-esteem through the sensitive support of staff. The outdoor area available to this age range is stimulating and offers challenge. Children thoroughly enjoy it and develop their physical and imaginary skills with enthusiasm. For example, when using the large climbing frame, dancing to music and looking for mini-beasts. The children make the most of the view using binoculars to look at the chickens and rabbits in the nearby fields. The outdoor area used for the children under two years offers appropriate challenge as they access tunnels, slide and push along toys. The soft surface enhances their safety when crawling and learning to sit. All children develop strong bonds with their peers and older children negotiate well in play. For instance, when playing shops. All children develop their communication skills through well planned activities such as reading stories and singing. Babies access books independently. They sit comfortably turning pages and look at the pictures. Children show an interest in problem solving as they complete puzzles and threading boards. They confidently name colours, such as when they state 'I am on a green bike'. Children develop an understanding of the wider world through a suitable range of equipment, activities and outings. For example, they explore different dance styles. All staff show a true interest in the children and have formed warm relationships. However, the key person system with babies under two years is not effectively implemented to fully support their needs. This has a negative impact on the babies making bonds with a key person.

Children's health is generally well promoted. Children are happy to wash their hands. However, staff offer limited explanations to enhance children's understanding. They enjoy a well balanced diet including fresh fruit and vegetables. Dietary needs are catered for well, this ensures children's well-being. Drinking water is available to keep children hydrated during the day. Procedures to reduce the risk of cross infection are implemented well, therefore protecting children. Suitable procedures are in place for the administration of prescribed medicines. However, the procedure to administer non-prescribed remedies, such as herbal teething powders, poses a risk to children's health and well-being. The system is ineffective when monitoring the number of doses administered within a given period of time. Children with learning difficulties and/or disabilities are supported well. The manager has made links with a number of agencies, such as speech therapists and health visitors. Children are encouraged to learn about how to keep safe. For example, to be vigilant when riding the bike so not to hurt themselves or others. Staff are positive role models, consequently children's behaviour is good.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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