

# Nurserytime Nursery School

Inspection report for early years provision

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**Unique reference number** EY268207  
**Inspection date** 08/04/2009  
**Inspector** Cathryn Parry

**Setting address** 84 Victoria Road West, Hebburn, Tyne and Wear, NE31  
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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

Nurserytime Nursery School is one of three privately owned provisions run by the Nurserytime group. It was registered with the current owners in 2003 and operates from two floors within a self-contained premises. It is situated in the residential area of Hebburn in Tyne and Wear. 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, excluding bank holidays.

The nursery is registered to care for a maximum of 47 children under eight years at any one time, all of whom may be in the early years age range. There are currently 46 children attending in this age group. The nursery also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, of whom ten hold appropriate early years qualifications to at least NVQ level 3. Three of these are working towards an NVQ level 4 qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. A warm and friendly welcome is offered to all children and their families. Generally, resources are available to ensure each of the areas of learning is covered appropriately for all children. This is complemented with most experiences being suitably organised. Planning and assessment systems are being developed. The staff demonstrate a positive attitude to providing an inclusive environment. This includes being willing to attend specific courses and liaise with other professionals to enable all children to make progress. Regular team meetings and training ensure continuous improvement is made.

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

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

- further develop opportunities for all children to use information and communication technology to support their learning
- continue to develop the planning of activities using the observations of children to plan the next steps in their learning, and systems to clearly show children's progress
- further develop resources and activities to nurture children's respect for their own cultures and beliefs and those of other people
- continue to nurture children's social and self-help skills, particularly through developing the effective organisation of meal times.

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

The owner plays a key role in the managing of the nursery. This is particularly evident at the moment as the current manager is on maternity leave. She is assisted by the deputy of the setting and the manager of one of the other nurseries in the chain. The latter has completed a self-evaluation form with some input from the staff team. This has enabled them to focus more clearly on the nurseries strengths and areas for improvement. Feedback from parents has also been gained in the form of questionnaires to give staff a broader view of the service they provide. Recommendations from the last inspection have been positively addressed to promote children's well-being. This has included attending training to improve the educational provision. The manager has recently been awarded a grant, which will enable her to take forward plans to refurbish the toilet area, to further ensure children's privacy is respected. This has a positive impact on children's welfare.

Very good relationships with parents have been built. A new system to carry out home visits for children who are just about to start the nursery provides a very good base for these parental links. Staff speak to parents on a daily basis as well as providing written diary sheets. This ensures they are fully informed of the activities their children have enjoyed. Consequently, they can continue their learning at home through highlighted experiences. Parent's evenings are also organised to give parents the opportunity to discuss their children's progress. There are currently no children that receive education and care in more than one setting. However, staff are very keen to build links with other providers should this occur to promote continuity and cohesion.

A good recruitment procedure means that suitably vetted and qualified staff are employed to ensure children are appropriately protected. Some staff have attended safeguarding training and all the team demonstrate a suitable understanding of associated issues. Consequently, children are adequately kept safe. Visual risk assessments take place daily, which appropriately reduces the risk of accidental injury. These are adequately recorded.

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

Staff demonstrate a growing knowledge of the Early Years Foundation Stage and how to implement it. Displays and previous plans show that all children are given appropriate opportunities to make progress towards the early learning goals. Children are happy, settled and relate well to the staff, as they join in with their play. They benefit from a flexible routine, including a suitable balance of child-centred and adult-led activities. The staff use a positive approach to managing behaviour, which takes into account children's understanding and maturity. Meal times for all children are not always well organised. Staff do not consistently encourage good self-help skills, such as children using cutlery correctly and pouring their own drinks. Children do not always have an adult sitting with them whilst they eat, which results in the opportunity for conversation and the nurturing of social skills being missed. The staff's appropriate attitude to equal opportunities

contributes to children's growing awareness of the wider community. However, there are few resources to supplement this and generally only Christian festivals are celebrated. This has a negative impact on developing children's understanding of different cultures and beliefs. Babies' interest is encouraged through a selection of manmade and natural resources. Younger children have fun exploring textures and colours as they play 'peek-a-boo' with different voiles.

Children's communication skills are appropriately fostered through various activities, including songs and rhymes. They enjoy looking at books independently and with the staff. A variety of generally well-planned and creative activities, including painting, cutting and sticking, promote children's coordination whilst having fun. Children have a growing understanding of the world that they live in through a reasonable variety of planned and spontaneous activities, such as exploring the snow and planting and nurturing seeds. Children count along with staff in everyday play and identify different shapes and colours. Older children have daily access to computers. However, there are limited opportunities for all children to use information and communication technology to support their learning. This has a negative impact on them making progress in this area. Medium and short term plans are in place, however they are not consistently informed by observations of individual children. Developmental journals for each child contain observations, some photographs and pieces of art work. These are a lovely keepsake for parents and are also used to foster a smooth transition from one room to the next, and finally to nursery or school. However, the system that is used to collate the information does not easily show progress in each area of learning.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. They are kept secure through suitable procedures for entry to the building. Routines such as tidying away toys from the floor and using the child-height hand rail on the stairs, encourages children to take responsibility for their own safety. Staff implement appropriate hygiene practices, which help them to protect children from illness and infection. Examples of this are where they clean the table tops and highchair trays before meals and wear disposable gloves and aprons when changing nappies. Children are beginning to understand simple health and hygiene practices. These include brushing teeth after lunch and hand washing, which form a part of their daily routine. They enjoy physical play and have a variety of outdoor toys and resources to use in the play area to the rear of the building. These include climbing equipment, balancing resources and sit and ride toys. Children are active or restful through choice and babies sleep in-line with their individual needs and parent's wishes. Children are encouraged to enjoy generally healthy snacks and meals. These include toast, fruit, pasta dishes and pizza. Relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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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