

Barnardo's Nursery @ Blyth West Children's Centre

Inspection report for early years provision

Unique reference number	EY315732
Inspection date	16/04/2009
Inspector	Anthea Errington
Setting address	Devonworth Place, Cowpen, BLYTH, Northumberland, NE24 5AQ
Telephone number	01670 541150
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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

Barnardos Nursery was registered in 2006. It operates within the Sure Start Children's Centre in the town of Blyth, Northumberland. Children have access to four activity rooms, toilets and an outdoor play area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 56 children aged under five years. There are currently 97 children on roll, all of whom all are in the early years age group.

Opening hours are from 7.30 until 18.00 Monday to Friday, throughout the year, excluding bank holidays. There are currently 13 members of staff. Three of whom have a degree qualification in childcare, eight have their level three qualification in childcare, one member of staff has level two and one is working towards a level three qualification. All staff hold current paediatric first aid certificates. The nursery supports children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a safe, nurturing and inclusive environment where they make good progress in their learning and development. Staff display a clear understanding of the Early Years Foundation Stage and effectively use individual observations and assessments of each child to plan for their next steps of learning. Policies and procedures, records and documentation are well organised and provide a secure basis for how the setting operates. Self-evaluation is in place, which ensures the provision maintains 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 outdoor environment to offer children freedom to explore, use their senses, and be physically active and exuberant.

The leadership and management of the early years provision

Clearly written detailed policies and procedures, personal to the setting, outline the service offered to children and their families. Staff understand their roles and responsibility well and are extremely well supported by the manager of the setting. Management and staff members are committed to developing their knowledge and practice further. They welcome future training to improve on the good childcare already provided. Very good use of time, space and resources and the effective deployment of staff support children in progressing well in their development whilst being safe. All children have good access to a broad range of age appropriate activities and resources. However, effective use is not fully made of outdoor play opportunities to help children play, explore and learn.

Recommendations from the previous inspection have been met. For example, staff use everyday activities such as colour matching and counting cups to develop children's problem solving and numeracy skills. Children's learning and development is recorded in their individual files, which members of staff skilfully link to their stages of development and then use to plan effectively towards their next steps of learning. Children are extremely happy and confident and independently select from the various good quality resources available to them.

The nursery is fully committed to developing good working relationships with parents. Effective partnership with parents ensures individual needs are well met, which promotes stability and has a positive impact on children's overall well-being. Prior to their child starting, parents discuss their needs and complete children's information forms to ensure the nursery is informed of their children's individual requirements. Detailed information is shared with parents in a variety of ways including daily discussions, questionnaires, diaries, development files and newsletters. Parents' evenings are also organised to give parents the opportunity to discuss their children's progress. Parents state 'It is a lovely nursery and wish I had known earlier about it' and 'Keep up the excellent work.'

Good systems are in place to ensure children are safe. Documents required for the safe management of the provision are in place and are well maintained. Staff members understand their role in safeguarding children as fundamental. They are confident and knowledgeable in the procedures they are required to take should they be concerned about a child. Comprehensive written risk assessments including checks for indoors, outdoors and outings are in place, which ensures that children are cared for in a very safe environment.

The quality and standards of the early years provision

Children's welfare, learning and development are well promoted. Plans are in place to cover the six areas of learning. Staff know children well and have a good understanding of child development. They effectively plan activities to support the individual learning needs of each child within the Early Years Foundation Stage. Children relate extremely well towards members of staff, as they confidently approach and initiate conversations with them. They benefit from a flexible routine, including a suitable balance of child-centred and adult-led activities.

The environment is very well organised to support children to make confident choices. They select from a very good range of toys and resources. Children progress well in their personal, social and emotional development as they learn to share and take turns with one another. They show great concern for others as they help to set the table for lunch. For example, children recognise that one child has no fork and state that they will get it and then kindly place it on the table. Children display pride in themselves as they explain their roles as 'special helpers,' helping to develop their confidence and self-esteem. Babies learn to experiment with texture and shape as they play with the sand. They pour the sand between their hands and make patterns on the floor using their fingers.

Children's understanding of mathematical language is developed as they play with the hoops. They state the hoop 'is flying high' and listen carefully as staff encourage them roll it down low. Children are extremely confident communicators and use their language creatively to organise their thinking as they play in the home corner together. Staff use good teaching skills to encourage children to communicate further, for example, they use puppets to sing well-known nursery rhymes together. Children thoroughly enjoy listening to stories and handle books with care as they turn the pages to follow the story. They display curiosity in their environment and help to care for living things. This supports and develops their knowledge and understanding of the world. They gaze with fascination at the toy windmill blown by the wind and help to care and feed for the giant snails in the nursery.

Young children are well aware that some toys require them to press buttons to make them work, such as, musical toys and the toy microwave. This develops their understanding of information technology. Children skilfully construct using various resources and are creative and imaginative. They are extremely proud of their achievements. For example, they choose to complete a jigsaw displaying a bus, whilst singing the song 'The wheels on the bus'. Children's creativity and imagination are developing further as they recognise how sound can be changed as they listen to the alterations in their voices whilst using the toy microphones.

Children's behaviour is managed sensitively and positively by staff. Staff are good role models and have effective procedures in place to help children understand the difference between right and wrong. Staff provide children with lots of meaningful praise to encourage their good behaviour. Children respond well to staff instructions. The nursery takes full account of children's dietary needs and provides them with nutritious meals, which include fresh vegetables, fruit and regular drinks. Children develop an understanding of healthy eating as they discuss with one another and members of staff that fruit is good for them. Children learn to keep themselves safe as they tidy up, singing a 'tidy up' song together. They practise road safety using the toy traffic lights, which further develops their own understanding of keeping themselves safe.

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