

# Children's Choice Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	310206
<b>Inspection date</b>	20/04/2009
<b>Inspector</b>	Jayne Utting
<b>Setting address</b>	Norham Road, Whitley Bay, Tyne and Wear, NE26 3NR
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<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

Children's Choice Nursery is one of two provisions that is privately owned. It was registered in 2000 and operates from a single storey, purposely adapted, open plan building with all facilities and access on ground floor level. It is situated in the residential area of Monkseaton in Whitley Bay. A maximum of 76 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to secure, enclosed outdoor play areas. The nursery supports children who are learning to speak English as an additional language. It is registered on the Early Years Register, compulsory part of the Childcare Register and Voluntary Childcare Register.

There are currently 112 children, aged from 3 months to under 5 years, on roll. Children come from a wide catchment area. The nursery employs 24 staff, including four domestic staff. There are 20 staff, including the proprietor and manager, who work with the children, all of whom hold early years qualifications. Of these, 10 are working towards a higher level qualification. The proprietor also has Early Years Professional Status. The nursery is a Neighbourhood Nursery and is part of a Children's Centre Initiative.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The exemplary systems for ongoing self-evaluation ensures the setting continually improves the quality of the provision it offers, its inclusive nature ensuring all staff share a joint vision for the nursery. Highly effective systems for observation and assessment means that key workers know their children very well, ensuring each receives a personalised learning experience tailored to meet their individual needs. This combined with strong leadership and excellent, purposeful links with parents and other professionals ensures that children's all round needs are extremely well met.

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

To further improve the high quality early years provision the registered person should consider:

- develop existing systems to more clearly detail children's achievements, thereby providing a comprehensive record of children's ongoing progress, particularly for staff other than a child's key worker.

## The leadership and management of the early years provision

Those in charge have exceptionally high aspirations for the quality of the nursery's provision and this evident throughout the setting and its' practice. Comprehensive, thorough and evaluative, the nursery's self-evaluation processes take into account the views of staff, parents/carers and children, providing an accurate assessment

of their strengths and areas for improvement. This process links directly into the nursery's annual performance plan, ensuring action taken by the setting is well targeted, bringing about continuous improvement to the quality of provision for all children. This combined with ongoing peer observations and regular team reviews ensures the creation of a culture of reflective practice and a common sense of purpose between all staff. Indeed, these exemplary systems for self-evaluation have earned the setting two awards from the Sure Start Strategic Partnership.

The support and opinions of parents are highly valued by the nursery and as a result they have formed outstanding partnerships with them. There are excellent systems in place to secure feedback from parents including regular questionnaires, suggestion boxes and social evenings. In addition, the nursery operate a 'Nursery Buddy' scheme. The purpose of this role includes sharing opinion about policy change, reading and commenting on the annual performance plan as well as supporting new and existing parents. This system has proved invaluable in securing constructive feedback from parents and resulted in changes being made to practice; for example the way feedback is carried out at the end of the nursery day. Parents are extremely complimentary about the nursery, describing the friendly, efficient staff as the setting's key strength. Many parents have used the nursery over a number of years, further testament to the very high standard of care provided. In addition the setting has formed extremely close working relationships with local schools and other professionals in the area, ensuring the efficient exchange of relevant information about individual children.

The nursery has drawn up a highly detailed risk assessment and ensures that identified risks are well managed on a daily basis. This is facilitated by the setting's health and safety co-ordinator who reviews risks on a regular basis, updating systems and processes as required. An extensive and detailed range of policies and procedures, understood and consistently implemented by staff, are used to inform practice and safeguard the welfare of the children who attend. This combined with effective recording systems for medication administration, accidents and allergies, which are all meticulously kept, monitored and efficiently stored, further ensures children are extremely well protected.

The nursery is extremely well supported by a very competent staff team. Dedicated to ongoing professional development, a number of staff are working towards higher level qualifications, ensuring the continued provision of a highly skilled team. This has had a direct impact on the children's experiences in nursery through the development of a number of setting based projects for university. These include the use of outdoor dens, creating a selection of themes for children including the enchanted wood and under the sea, the development of an organic allotment, research into music and the updating of the sensory room. Indeed the success of these projects has gained further acclaim for the setting, as they won an award through Northumbria University for 'Improving Quality.'

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

Staff demonstrate a thorough understanding of the Early Years Foundation Stage (EYFS) and child development. This combined with the use of a highly effective

key worker system, detailed observation and assessments, and individual learning goals for each child ensures they are making excellent progress in all areas. Staff use their invaluable knowledge of each child to ensure that all activities are presented in such a way as to best suit individual needs and abilities. Such consistent and sensitive staff support enables all children to develop at their own pace and discover their potential. Key workers spend time recording children's interests and these are incorporated into planning ensuring the provision of a truly personalised learning journey. Staff are well deployed and highly involved with the children at all times. They ask children appropriate questions that make them think, whilst listening attentively to them, allowing them time to express themselves fully. During small group time children enjoy listening to a book together, repeating new words as they are read out to them. This effective use of smaller groups affords staff the opportunity to focus on a few individual children at a time, differentiating activities accordingly. Whilst detailed information regarding children's progress is maintained within each child's personal file, this does not currently include a clear record of children's achievements, which makes it more difficult to assess ongoing progress, particularly for staff other than the child's key worker.

Outdoor play is a central feature of the nursery day and children of all ages love to explore the well planned and thoughtfully resourced outside areas. Younger children thoroughly enjoy their sensory garden where there is lots of opportunity to explore different textures, negotiate steps up to a slide and explore pipes, locks, wheels and door fasteners on the purpose built exploration board. Older children take time to dig in their organic allotment and search for worms and mini-beasts in the soil. Children talk enthusiastically about the plants they are growing and understand that they need water and sunshine in order to thrive. Staff work with smaller groups of children to develop hand-eye co-ordination supporting them to manoeuvre a small ball around a course using a bat. This regular access to exercise and fresh air, combined with a well planned menu which boasts delicious, well-balanced home-cooked meals containing children's required 4-5 portions of fruit or vegetables, ensures children learn about the benefits of a healthy diet from a very young age.

Well resourced role play areas combined with a fantastic children's den, helps support children's adventures into imaginary worlds. The theme of the den is changed on a regular basis, but at the moment children can pretend they are 'under the sea.' This area is decorated with real fishing ropes and lobster pots and children enjoy looking for Nemo in the ball pool. High priority is also given to ensuring children take part in a range of activities to stimulate and promote sensory development. For example, toddlers enjoy exotic fruit tasting while younger children enjoy tactile activities, such as freely exploring paint and making play dough. Babies love to look at their reflection in the floor mirrors and enjoy a multitude of sensory experiences as they play with musical toys. In addition, children have regular access to a sensory room, where they can relax and watch the bubble tubes and the different coloured lights that move around the room. The theme of this room is also changed on a regular basis to ensure children's interest is maintained. Staff are extremely sensitive to babies' early attempts at communication; holding them close, ensuring plenty of eye contact whilst chatting happily to them, reinforcing their responses with praise and repetition.

Pre-school children have the opportunity to make cheese scones, and are encouraged to weigh out the ingredients themselves. This supports their developing understanding of the concepts of weights and measurement. The nursery works hard to support children's growing independence, providing opportunities for children to serve their own food and to be responsible for clearing dishes away at the end of meal times. This is further supported by the setting's adherence to its 'pick, play and put away' philosophy, whereby children are encouraged to freely choose activities for themselves, and have the responsibility of tidying this away when they are finished. Older children are also involved in the drawing up of rules for their playroom, ensuring a common sense of purpose between them and staff.

Additional activities including French classes, dancing sessions and yoga all add to the exceptionally high quality of the provision.

## 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>	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
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>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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