

The Valley Nursery & Kids Club

Inspection report for early years provision

Unique reference number EY320833
Inspection date 08/06/2009
Inspector Cathryn Parry

Setting address New Road, Team Valley Trading Estate, Gateshead, Tyne and Wear, NE11 OJU
Telephone number 0191 4915050
Email thevalleynursery@btconnect.com
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

The Valley Nursery and Kids Club is owned and managed privately. It was registered in 2006 and operates from single storey refurbished premises, situated on the Team Valley Trading Estate, in Gateshead. Children have access to three enclosed outdoor play areas. The nursery is open each weekday from 07.45 to 18.00 for 52 weeks of the year, excluding bank holidays. The Kids Club offers care before and after school, as well as full days during the school holidays.

The setting is registered to care for a maximum of 159 children under eight years at any one time, all of whom may be in the early years age range. There are currently 121 children attending in this age group. The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children with learning difficulties and/or disabilities.

There are 34 members of childcare staff, including supply staff. All of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff has recently been appointed to work with children aged three to four years, who has Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. All the staff are warm and welcoming to children and their parents. The developing range of resources ensures each area of learning is generally covered well. Staff are still becoming familiar with systems for planning activities, observing and assessing children's progress. Children's records are usually kept on the premises to ensure confidentiality is maintained. Some staff have experience of caring for children with learning difficulties and/or disabilities and demonstrate a positive attitude to providing an inclusive environment. This includes liaising with other professionals to meet any specific requirements. Links with childcare support officers from the local authority and the attendance of different training courses promotes continuous improvement.

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
- further develop systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- continue to develop the planning of activities, organisation of meal times and systems for making and collating systematic observations and assessments of each child's achievements, interests and learning styles.

- further develop systems to ensure children's records are consistently stored confidentially.

The leadership and management of the early years provision

The manager works closely with the owner of the nursery and out of school club. They have appropriately evaluated the care and education they provide, with some input from other staff. There have recently been several new staff introduced to the setting, who are still becoming familiar with systems used in the nursery. Parents are able to give feedback in various ways, including a comments book. This gives the manager a broader view of the service they provide. The recommendations raised at the previous inspection have been generally addressed positively. This has resulted in staff being deployed effectively and the resources and space being used in a better way to enhance children's learning experiences. The owner and manager identify their main strengths as being the lovely interaction between the staff and the children, as well as the security of the premises. On their self-evaluation form they also recognise that there is scope to develop the outdoor area, which is taking place with the successful bid for grant funding.

The manager and her team have built relationships with parents, which result in daily verbal communication and the provision of basic written diaries. This ensures parents are aware of how the care needs of their children have been met and some of the activities they have participated in. This is complemented with reviews, which take place twice a year to discuss their children's progress in more depth. Consequently, parents can continue their children's learning at home through highlighted experiences. Tentative links have been made with other practitioners where a child receives education and care in more than one setting. However, these are not effective and staff are not fully informed of experiences the children enjoy there. This negatively impacts on ensuring continuity and coherence.

Staff have attended specific safeguarding training or have covered this area on other courses. They demonstrate a suitable understanding of associated issues. Consequently, children are appropriately protected. A robust recruitment procedure makes sure staff are suitably vetted and qualified to ensure children's safety. Risk assessments take place on a daily basis both for the premises and outings to reduce the chance of accidental injury.

The quality and standards of the early years provision

The manager has a good understanding of the Early Years Foundation Stage, which she is using to support staff. This has been complemented by them attending relevant training. Rooms are organised well ensuring children have opportunities to make progress towards the early learning goals. Staff use suitable strategies to promote good behaviour. Their appropriate approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of related resources. Children

benefit from a flexible routine, including a suitable balance of child-centred and adult-led activities. Young children's independence is developing well as they can access baskets of interesting and safe materials easily and freely. Staff nurture children's self-help skills, for instance as they encourage them to put their own wellingtons on. A range of age-appropriate books throughout the setting are available and enjoyed independently or with members of staff. Lovely facial expression, tone and intonation are used as staff interact with the babies and toddlers. Children's mathematical thinking is nurtured as they experiment with cutting their play dough pizza into halves and then quarters. They show an awareness of shape as they complete puzzles. Daily calendar activities develop older children's understanding of the passage of time. This age range also enjoys using information and communication technology to support their learning, for example when using the till in the role play travel agents and a computer. However, there are limited recourses for younger children to make progress in this area. A variety of creative activities, including painting, model making and creating collage pictures, promote children's self-expression whilst having fun. Children show an interest in how things work, for example as they experiment with the wind up torches in the dark tent.

The organisation of meal times for the older children is being reviewed. On the day of the inspection children sat at three tables whilst two members of staff supervised them. This resulted in children not being effectively supported, for instance when using cutlery and in developing their social skills. Systems for collating information with regard to children's developmental progress are not consistently effective. All children's files are not up to date, which makes it difficult to ascertain if they are achieving in each area of learning. Observations undertaken are clear but do not always identify next steps in children's learning to inform future planning. Policies regarding keeping children's files on site have not been effectively implemented. Consequently, this has negative implications regarding confidentiality.

Children are kept secure through the use of a fingerprint recognition security system on the doors for entry to the building. They generally experience appropriate levels of supervision and relevant safety equipment is in place to ensure hazards are reduced. Large windows throughout the nursery enable children to benefit from natural light whilst playing indoors. Children access daily opportunities for physical play either outside or in the large out of school club room. They enjoy activities, such as action rhymes where they learn to hop, balancing on wooden blocks and using the large parachute. Babies and toddlers are developing their locomotion and balance skills through a selection of push-and-pull toys and effective support from staff. Children are active or restful through choice and sleep in-line with their individual needs and parent's wishes. They are encouraged to enjoy regular snacks and meals. These include fresh fruit, sausage casserole and yogurts. Children do not attend if they are sick, which enables the staff to protect others from illness. They are beginning to understand simple health and hygiene practices, including washing their hands after using the toilet. The staff implement good procedures for nappy changing, to ensure the personal care needs of the very young are met. All 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

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