

# Forest Hall Day Nursery

Inspection report for early years provision

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**Unique reference number** 310208  
**Inspection date** 22/07/2009  
**Inspector** Kathleen Snowdon

**Setting address** Springfield Park, Forest Hall, Newcastle upon Tyne, NE12  
9AG  
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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

Registered in 1992, Forest Hall Day Nursery is a single storey building in Forest Hall, Newcastle upon Tyne and one of four private nurseries owned by Northumbrian Trust Day Nurseries. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and provides day care and out of school care for a maximum of 87 children under eight years old.

The children who attend come from the local and surrounding communities. Currently, 68 children receive day care and 25 children are on roll for the out of school club. The nursery supports children who are learning English as an additional language and children who have learning difficulties and/or disabilities. There are 15 staff who work directly with the children and all hold appropriate qualifications.

The nursery has an Investors in People award and is open Monday to Friday from 07.30 to 18.00, 52 weeks of the year. The out of school club is available in term time Monday to Friday from 07.30 to 09.00 and 15.00 to 18.00. During holiday periods opening hours are 07.30 to 18.00. Children receiving day care are accommodated in three rooms according to their developmental stage and there is another room where children attending the out of school club are based. All children have access to a fully enclosed outdoor play area.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Partnership working is highly effective and helps to create an inclusive environment which meets in full the individual needs of every child on roll. This coupled with the very good priority staff attach to promoting children's welfare, enables children to make good progress in their learning and development, although opportunities for children to initiate and pursue their own investigations of the natural world during outdoor play are limited. Staff reflect on and accurately evaluate their practice so the scope for continuous improvement is good.

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

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

- increase opportunities for children to initiate and pursue their own investigations of the natural world during outdoor play.

## The leadership and management of the early years provision

Documentation is impeccable. All essential records and written policies are in place, readily available, very well organised and stored securely on site to protect confidentiality. Details are amended as soon as changes occur to keep information

up to date and accurate, which contributes to the safe and efficient day-to day running of the nursery and out of school club. The registration and public liability certificates are displayed prominently as is a poster that explains how parents can make a complaint.

Partnership with parents is good. Parents receive good quality written information about the setting when their children first start and thereafter, parents evenings, daily diaries and discussions keep parents and staff fully informed of children's progress and recent experiences. As well as this, a dedicated notice board and regular newsletters keep parents abreast of forthcoming events. Parents have very positive views of the provision. They say they would recommend it to friends and describe staff as 'caring, helpful and sweet'.

Links with other agencies are similarly strong. Liaison with a range of professionals, including physiotherapists and speech therapists, ensures that every child is given the opportunity to reach their full potential. Staff are committed to further improvement. Recommendations made at the last inspection have been fully addressed and staff seek the views and opinions of parents and others involved in the care and education of the children. They reflect on their work and take part in ongoing, professional training, which is a prominent aspect of the provision.

Excellent priority is attached to safeguarding. Staff have a very good understanding of child protection issues and are confident about passing on concerns. They carry out thorough risk assessments to minimise accidents, the records of which are very well monitored by managers. Worthwhile practices teach children how to stay safe. For example, they participate in fire drills and talk about things like stranger danger. Alongside rigorous recruitment procedures, these measures protect children from unsuitable people and dangerous situations.

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

The indoor environment is welcoming and very well resourced. Well defined areas allow children to investigate things that interest them in their own time and in their own way, for example, circuit boards. This contributes to the good progress children make towards the early learning goals. Although children's opportunities to explore the natural world in self-initiated outdoor activities are somewhat limited, the outdoor area in general gives children ample scope to have fun and enjoy themselves. Here, they get lots of fresh air and practise different ways of moving as they climb, run and hop, which promote their physical development.

Very good priority is attached to the other aspects of children's welfare. Nutritious and appetising meals and snacks, that include generous portions of fruit and vegetables, encourage children to develop healthy tastes and preferences while ready access to drinking water prevents them from becoming thirsty. Consistent routines, such as brushing teeth after lunch and frequent hand washing, teach the children the importance of personal hygiene. There is also a sensible sick children policy, which parents get a copy of. This helps to contain the spread of common illnesses and infections.

Parents complete 'Child Entry Profiles' when their children start attending to help staff establish children's starting points and abilities. Staff build on this by observing and assessing children and they use this information to make plans that cover all areas of learning and appeal to children's interests. Plans show how children with learning difficulties and/or disabilities and those learning English as an additional language are provided for. This is reflected in the very good support staff give to all the children. As a result, children are happy, confident and receptive to new experiences.

Excellent relationships exist between children and staff. Staff use star and traffic light charts and offer sensitive guidance to encourage children's good behaviour and help them to understand right from wrong. The children play alongside others with varying abilities and celebrate festivals and customs from all over the world. In doing so they begin to value and respect difference. These highly positive early experiences enable children to form sound, subsequent relationships and equip them with the skills they need to achieve future personal and economic success.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### 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>	2
How well are children helped to stay safe?	1
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