

Shieldfield Nursery

Inspection report for early years provision

Unique reference number EY225329
Inspection date 05/08/2009
Inspector Cathryn Parry

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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

Shieldfield Nursery is one of five Community Nurseries run by the Newcastle City Council. It was registered in 2002 and operates from a purpose-built unit consisting of three group rooms, a communal area and associated facilities within Shieldfield Centre. The nursery is situated close to the city centre of Newcastle upon Tyne. Children have access to three individual enclosed outdoor play areas. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 50 children in the early years age range. There are currently 62 children attending in this age group. The nursery is also registered by Ofsted on the voluntary part of the Childcare Register. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 10 members of childcare staff, all of whom hold appropriate early years qualifications to at least NVQ level 3. One member of staff is working towards gaining Early Years Professional Status. The setting provides funded early education for two, three and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The manager and her team offer a very warm, welcoming and caring environment for all children and their parents. The wide range of experiences offered and lovely interaction by staff ensure all children have good opportunities to make progress. Systems for observing and assessing this progress are generally effective. Staff have a range of experience of caring for children with learning difficulties and/or disabilities as well as those who speak English as an additional language. This is conducive to them providing a very inclusive environment. Effective procedures are in place and usually implemented extremely well. Continuous improvement is maintained through linking with childcare professionals from the local authority and staff attending a range of training.

What steps need to be taken to improve provision further?

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

- further develop systems for making systematic observations and assessments of achievements for every child
- ensure all staff consistently adhere to procedures regarding the arrival of visitors.

The leadership and management of the early years provision

The manager and her team evaluate the care and education they provide very well. They clearly identify areas for improvement and effectively implement an action plan. This is complemented with gaining feedback from parents to give them a broader view of the service they offer. All the recommendations from the previous inspection have been positively addressed. Consequently, these have had a positive effect on the overall quality of the provision. The manager sees the experienced established staff team as a real strength. She shows a commitment to their professional development, encouraging training in all areas. Funding has also been gained to further develop the outdoor play area. This positively impacts on the already stimulating environment.

Good relationships have been built with parents. Staff speak to them on a daily basis and complete written diaries for children aged under one year. This is complemented with regular meetings to review children's progress. Consequently, parents are fully informed of the activities their children are enjoying, which enables them to continue their learning at home through highlighted experiences. It is very rare for a child to attend the nursery at the same time as attending another provision offering the Early Years Foundation Stage. However, the staff demonstrate a very good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence. They also liaise closely with other professionals, such as speech therapists, to effectively meet children's individual needs.

The manager is passionate about the welfare and well-being of the children. A robust recruitment procedure ensures all staff are suitably vetted, qualified and experienced. They have all attended safeguarding training and show a clear understanding of associated issues. Consequently, children are protected very well. Risk assessments are carried out within the premises and on outings. These effectively reduce the risk of accidental injury. Clear procedures for the arrival and departure of staff, children, parents and visitors, are thoroughly understood by all staff. However, on extremely rare occasions, the system within the procedure regarding when the identity of each visitor is verified, is not always strictly adhered to. Although visitors are never able to access the children in their well-supervised playrooms without their suitability being checked, the effectiveness of the procedure is slightly compromised.

The quality and standards of the early years provision

The manager and her team have a very good understanding of the Early Years Foundation Stage. The range of resources available and plans show that each of the areas of learning are clearly covered. Staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Their positive attitude to equal opportunities ensures children have a good awareness of the wider community, for instance, when tasting food from around the world and celebrating different festivals. This is supplemented with a variety of resources reflecting positive images of the world

they live in. A very good balance of child-centred and adult-led experiences ensures appropriate challenge for the children's ages and stages of development. Staff are enthusiastic and activities are undertaken with a sense of fun, for instance, when one pretends to be a chick hatching from its egg. Children enjoy a wide range of books both independently and with staff. They explore shape, patterns and numbers in their everyday play, with staff rarely missing an opportunity to extend children's learning through appropriate discussion and open ended questions. Knowledge of the living world is fostered well as children plant and nurture potatoes and have the opportunity to hold giant millipedes. There is a wide range of creative experiences provided, including printing with wellington boots, manipulating play dough and dancing. Consequently, this promotes children's self-expression whilst having fun. Activities are planned around children's interests. All children have an individual file which usually includes photographs and observations that are linked to the early learning goals and identify next steps in the children's learning. However, the process for making systematic observations and assessments of achievements for every child and collating this information is not totally effective, which results in it being difficult to see if progress is being made.

Children are able to explore safely using clean and well-maintained resources. They experience very good levels of supervision and all safety equipment is in place to ensure hazards are effectively reduced. Children flourish as they access good opportunities for physical play, including accessing outdoor equipment daily and participating in games where they crawl, stretch and walk on tiptoes. Babies and toddlers are developing their locomotion and balance skills through a selection of push-and-pull toys. All children are active or restful through choice and sleep in line with their individual needs and parents' wishes. Children's well-being is enriched through accessing a balanced diet. They have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions with staff. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Brushing teeth after lunch and hand washing form an integral part of their routine.

Comprehensive policies, good relationships with parents and relevant training ensure individual children are cared for well should they become ill. This reduces the risk of cross infection. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up to date. This positively safeguards 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?	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 voluntary part of the Childcare Register are:

Met