

Montagu Community Nursery

Inspection report for early years provision

Unique reference number EY284370
Inspection date 10/08/2009
Inspector Shirley Peart

Setting address Houghton Avenue, Cowgate, Newcastle upon Tyne, NE5
3UT

Telephone number 0191 2771783

Email

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).

Description of the setting

Montagu Community Nursery was registered in April 2004. It is registered on the Early Years Register. Children are cared for in three main rooms according to their age and stage of development and they have access to enclosed outdoor play areas. The nursery is based within Cowgate and Blakelaw Children's Centre, which is situated in the west of Newcastle upon Tyne. They are open five days a week for 51 weeks of the year. The group is open from 08.00 until 18.00 and various sessions are available. Most children attending live in the local and surrounding areas.

The group cares for a maximum of 50 children aged from birth to under five years at any session. There are currently 42 children on roll. The group supports children with learning difficulties and/or disabilities, medical needs and children who speak English as an additional language.

The group is managed by the local authority. There is a manager, deputy manager, nine staff a cook and assistant cook. All childcare staff hold recognised early years qualifications. The setting receives support from an early years teacher from the local authority and Special Educational Needs, Teaching and Support Service (SENTASS)

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff recognize children as unique individuals and the nursery promotes inclusive practice exceptionally well. They implement the Early Years Foundations Stage (EYFS) framework very well, so that children's welfare, learning and development are effectively met. The capacity for continuous improvement of the provision is good as there are clear plans in place to improve the environment for the children's benefit, although the staff input for self-evaluation is limited. An excellent partnership with parents and relevant professionals is apparent, so that children's individual needs are very well met.

What steps need to be taken to improve provision further?

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

- ensure that the complaints information contains an explanation that parents can make a complaint to Ofsted should they wish
- involve the staff in the internal review, self-evaluation process to identify the settings strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

A lovely staff team care for the children. They are highly professional, very competent in their approach, work well together and they are appropriately qualified and vetted. They aim high to further their own qualifications, have all recently updated their safeguarding and first aid training, attend regular courses and the nursery closes for five days per year so that staff can carry out specific training, such as food hygiene. Therefore, well trained competent staff care for the children.

There is no self-evaluation or internal review information available on the day of the inspection. Staff are not routinely involved in the internal review process and evaluating what they do well and what they would like to improve, with regards to the every child matters outcomes. However, the capacity to improve the nursery overall is good. For example, there are clear plans in place and some good equipment ready to establish the new pre-school room and outdoor areas for the children's benefit. The nursery has made good improvements to recommendations from the last inspection, which has enhanced the safety of the children further. Documentation such as, professional parent information packs, policies and procedures, safeguarding and complaints information and risk assessments are all in place and meet most requirements. Although the Ofsted information poster is prominently displayed, an explanation that parents can make a complaint to Ofsted, should they wish, is not included in the complaints information and the registration forms are not regularly reviewed.

Highly positive relationships with parents are in place. Friendly interaction is apparent and parents feel comfortable chatting to staff, in general and about their children. They are all welcomed into the nursery and respected by the staff. Parents are very pleased with the provision and comments include 'I feel really involved as a parent, everything is excellent.' Children go to a lot of different schools in the surrounding areas after leaving the nursery. Therefore staff complete transition, progress summary reports, which show grid references for teachers and lovely comment sheets for parents indicating where children are at in their development across the six areas of learning. Children with learning difficulties, disabilities or medical conditions are fully included into the group. Staff work extremely well with parents and external professionals to ensure that all children receive care, education and resources tailored to their particular individual needs.

The quality and standards of the early years provision

Children are cared for in a secure and safe environment. Daily risk assessment check lists are completed on the indoors and outdoors, safety gates are in place and management review and address any new safety issues that may arise immediately. Children follow good safety practices. For example, they know to line up carefully at doors and they count heads along with staff when they go outside or come in. They are also beginning to demonstrate a good understanding of health and bodily awareness as they know that eating their dinner will make them

'as tall as a tree'. They participate in plenty of robust, physical exercise outdoors, which contributes very well to their well-being and a healthy lifestyle. For example, they peddle small bikes competently; roll big hoops, push dolls prams, throw and try to catch balls, use pots of water and brushes on chalk boards with good control and most children join in enthusiastically with singing, dancing, music and movement activities.

Planning is very flexible and based on children's interests. For example, when children liked looking at a medical book the staff supplied appropriate role play materials and built this into their planning. At group time children sit on the carpet and make decisions, telling staff what activities they would like to see out on the tables. Thus allowing them good control and choice about what they do. Observations are documented spontaneously and staff aim to capture something new that a child has said, done or achieved. They have very good systems in place to track and monitor children's progress and staff are highly confident in using the EYFS in practice. Parents are aware that their child's development files are available at all times and these are easily accessible.

Children's behaviour is very good and they are helped to learn right from wrong in a positive way by the staff. All children receive positive, meaningful praise throughout the day which promotes their self-esteem and self-worth extremely well. All children and staff learn Makaton so that they can all communicate effectively; even young toddlers use this spontaneously to indicate that they know they will be receiving a drink. Staff have high expectations of the children, including children with learning difficulties and disabilities. All children join in with activities happily and staff are caring, attentive and enthusiastic in their approach. Children receive natural cuddles and reassurance therefore close, warm and supportive relationships are in place, which helps children to feel secure and special. Toddlers eagerly approach their activities. They shovel up the sand and successfully pour it down the funnel, they concentrate well when they try to put the lid back on the glue stick and show delight as they press the buttons on the sturdy activity centre to make sounds and lights flash. Older children talk confidently about past events in their lives and staff ask children relevant questions during their play, which makes them think and respond. They are very independent as they make good attempts to fasten their own coats, and give out plates of snacks and meals. Therefore, children thrive, develop and achieve very well.

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?	1
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?	3
How well does the setting work in partnership with parents and others?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

