

Ashfield Nursery & ELC

Inspection report for early years provision

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Inspection date	01/10/2009
Inspector	Cathryn Parry
Setting address	South Tyneside District Hospital, Harton Lane, South Shields, Tyne and Wear, NE34 0PL
Telephone number	0191 4557777
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Ashfield Nursery and Early Learning Centre is one of three nurseries owned and run by Ashfield Nursery and ELC plc. It was registered in 2002 and operates from purpose built premises, situated within the grounds of South Tyneside District Hospital. Children have access to three enclosed outdoor play areas. The nursery is open each weekday from 7am to 6pm for 52 weeks of the year, except for bank holidays.

The nursery is registered to care for a maximum of 72 children in the early years age range. There are currently 84 children attending in this age group. The nursery currently supports a number of children with special educational needs and/or disabilities and a number who speak English as an additional language.

There are 15 childcare members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 3. One member of staff has recently achieved Early Years Professional Status. The setting provides funded early education for three and four-year-olds'.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally well settled in the friendly and welcoming environment. The majority of the areas of learning are well resourced, to provide a range of opportunities for children to make progress. The implementation of procedures to observe children are not consistent throughout the nursery. Basic systems are in place to evaluate the setting to ensure continuous improvement is adequately made. Staff have some experience of caring for children with special educational needs and/or disabilities. They demonstrate a positive attitude to ensuring individual requirements are met.

What steps need to be taken to improve provision further?

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

- further develop systems to involve parents as part of the ongoing observation and assessment process
- further develop systems for making systematic observations and assessments of each child's achievements, interests and learning styles
- further develop opportunities for younger children to use information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

The staff have attended safeguarding training and demonstrate a suitable understanding of their role and responsibilities. As a result children are appropriately protected. Regular risk assessments for the indoor and outdoor environment satisfactorily reduce the risk of accidental injury. The recruitment procedure ensures all staff are suitable qualified, experienced and vetted. Consequently, children's welfare is promoted. A range of training has been attended, with further courses being organised to nurture the staff's professional development.

The management team and staff adequately evaluate the care and education they provide. They gain feedback from parents in a variety of ways, including verbally and with written questionnaires. This gives them a clearer picture of the service offered. The recommendations raised at the previous inspection have been adequately addressed. This has included younger children having regular access to the newly refurbished outdoor area.

The organisation of the playrooms, routines, equipment and staff is effective, which enables all children to easily access a range of play experiences. Suitable relationships have been built with parents. Staff speak to them daily about the experiences their children have participated in. These are complemented with daily diary sheets and six monthly parents' evenings. Consequently, parents are able to continue their children's learning at home through highlighted interests. A few children attend other settings who provide the Early Years Foundation Stage. The manager discusses how tenuous links have been made with other providers. However, these are not well established to ensure clear continuity and cohesion. Staff already link with other professionals, such as health visitors and speech therapists to ensure children's individual needs are met.

The quality and standards of the early years provision and outcomes for children

Staff have attended training on the Early Years Foundation Stage and implement it appropriately. An adequate key worker system is in place. All staff generally interact well with children, and usually show sensitivity to their individual needs. Children are developing an understanding of responsible behaviour, as a consistent approach by staff is employed. The staff's suitable attitude to equal opportunities ensures children have an appropriate awareness of the wider community. This is supplemented with a selection of resources reflecting positive images of the world they live in. Children's communication skills are appropriately fostered through various activities, including songs and rhymes. The staff who care for the very young children use some lovely facial expressions, tone and intonation when interacting with them. Children delight in using their imagination, for instance when pretending to use the play telephone. A variety of activities that include matching, sorting and sequencing promote children's problem solving skills. Opportunities for older children to develop their information and communication

technology skills are good. However, there are limited resources for younger children to make progress in this area. All children clearly enjoy a range of creative experiences, which include painting, exploring shaving foam and creating collage pictures. They learn about the living world as they plant and nurture bulbs and visit the farm. Staff plan activities around children's interests. All children have individual developmental files. However, although staff have a reasonable understanding of the progress children are making, several of the files have not been updated for a few months. Input from parents in the assessment process is also very limited. Consequently, it is difficult to see if steady progress is being made towards each of the early learning goals.

Children are cared for in an environment which is comfortable and secure. Large windows in the playrooms enable them to benefit from natural light whilst playing indoors. Children are learning good personal hygiene practices through consistent routines and positive role modelling. The staff implement good procedures for nappy changing, to ensure the personal care needs of the very young are met. Children's knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities and regular fire drill practices. These positively contribute to children developing a sense of danger and how to keep themselves safe. Children access regular opportunities for large physical play. These include negotiating balancing equipment, enjoying using the swings and accessing sit and ride toys. Children are active or restful through choice and babies sleep in-line with their individual needs and parent's wishes. All children's well-being is enriched through accessing a healthy diet. Meals and snacks provided include pasta dishes, vegetables and fruit. Systems are in place to gather information with regard to special dietary needs in order to ensure children's individual needs are met.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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