

Ashfield Nursery & ELC

Inspection report for early years provision

Unique reference number	EY217674
Inspection date	08/09/2009
Inspector	Cathryn Parry
Setting address	259 Stanhope Road, SOUTH SHIELDS, Tyne and Wear, NE33 4RT
Telephone number	0191 4550777
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

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 three main rooms in purposefully converted premises. It is situated in the residential area of South Shields in Tyne and Wear. Children have access to two 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 70 children in the early years age range. There are currently 87 children attending in this age group. There are 16 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. 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 inadequate.

The manager and staff offer a warm welcome to all children and their parents. A range of experiences are provided, which adequately cover most of the areas of learning. Some being better resourced than others. Procedures for planning activities and observing children are not consistent throughout the nursery. Systems to ensure information is shared with other providers in order to tailor children's learning to meet their individual needs are not effective. Staff have some experience of caring for children with special educational needs and/or disabilities. They show a positive attitude to providing an inclusive environment. Systems for evaluating the care and education provided to ensure continuous improvement are not effective. The provider has not met a number of requirements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement procedures to share information and ensure that the provision is complementary to that provided in other settings, in order to tailor learning to meet children's individual needs. (Organisation) 15/09/2009
- implement effective systems to evaluate the care and education provided to drive and secure improvement, including addressing previous recommendations to ensure continuous improvement is made, in order to meet children's individual needs. (Organisation) 15/09/2009

- effectively undertake sensitive observational assessment in order to consistently plan to meet children's individual needs. (Organisation)

15/09/2009

To improve the early years provision the registered person should:

- further develop resources and activities to nurture children's respect for their own cultures and beliefs and those of other people
- further develop systems to involve parents as part of the ongoing observation and assessment process
- further develop opportunities for all children to use information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

Staff have attended safeguarding training and demonstrate a suitable understanding of associated issues. Consequently, children are appropriately protected. Risk assessments of the premises and for outings, reduce the risk of accidental injury reasonably well. Children's welfare is appropriately safeguarded as all staff have had suitable checks completed. Staff are encouraged to attend training to further develop their childcare knowledge and understanding.

Systems to evaluate the provision are weak with there being no real drive to improve outcomes for children. Team meetings occasionally take place, however, all staff are not clearly involved in decisions made. Feedback from parents is requested both verbally and with written questionnaires. Although the response is not large, this gives a slightly broader view of the service provided. All the recommendations raised at the previous inspection have not been positively addressed. This has resulted in the provision not being monitored effectively and the achievements of several children not being collated for many months. Therefore it is very difficult to see progress made and negatively impacts on meeting children's individual needs.

All children access play opportunities through the suitable organisation of space, time and the adequate range of resources. Appropriate relationships with parents have been developed. They are spoken to daily about the activities their children have enjoyed, as well as having daily diary sheets. This enables them to continue their children's learning through highlighted experiences. Many of the children aged three to four years attend other settings who provide the Early Years Foundation Stage. Basic links have been made with one of these. However, information is not shared with the others, which negatively impacts on continuity and cohesion, in order to tailor learning to meet children's individual needs. The staff show a positive attitude to liaising with other professionals, such as a speech therapist should the need arise.

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

The staff's understanding of the Early Years Foundation Stage and how to effectively implement it varies throughout the nursery. A very basic key worker system is in place, where children are assigned to a member of staff who is responsible for completing their developmental files. The staff interact well with the children who are generally happy and settled. A positive and consistent approach to managing behaviour is employed, which takes into account children's understanding and maturity. Staff celebrate Christian festivals with the children. However, they do not look at other traditions and cultures and there are few resources available to nurture children's awareness of the wider community. Children enjoy looking at books both independently and as part of a group. They show an awareness of shape as they complete puzzles and some are keen to describe how many corners and sides certain shapes have. Older children have ample opportunities to use information and communication technology in their play. However, younger children have a limited amount of resources to encourage progress in this area. Children's understanding of the living world is promoted as they sometimes visit the local park and plant and nurture seeds. A wide range of creative activities are provided for all children, which encourage them to use their senses and nurtures their hand and eye coordination well. All children's progress is not clearly monitored to inform future planning. Procedures for sensitively observing and assessing children in order to meet their individual needs are not effectively implemented for all children. Currently, parents are not involved in the observation and assessment process. Consequently, a true reflection of the children's achievements is not in place.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. They are kept secure through good procedures for entry to the building. Children experience adequate levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Visits from the fire brigade, police and crossing patrol officer raise children's awareness of how to keep themselves safe. They have daily opportunities to enjoy large physical play. This includes exploring the recently refurbished outdoor play area. Babies and toddlers are developing their locomotion and balance skills well through a selection of push-and-pull toys. The generally flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children are encouraged to enjoy healthy snacks and meals. These include tomato and cheese slices in tortillas, pasta dishes and milk puddings. They also take part in health related activities, for example where they taste different fruits. Children do not attend if they are sick, which enables the staff to protect others from illness. They are encouraged to be healthy as they learn how to wash their hands, put their hands over their mouth when they cough and use paper tissue to blow their noses. 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

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
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	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
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	4

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

