

Sure Start Berwick Borough

Inspection report for early years provision

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Inspection date	30/09/2009
Inspector	Anthea Errington
Setting address	Ladywell Place, Tweedmouth, Berwick-upon-Tweed, Northumberland, TD15 2AE
Telephone number	01289 309734
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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*.

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.

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Description of the setting

Sure Start Berwick Borough Nursery was registered in June 2004. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is registered to care for a maximum of 76 children aged from birth to five years of age. Children have access to the designated playrooms and associated facilities including a large enclosed outdoor play area. There are currently 57 children on roll. Sessions are available Monday to Thursday from 8.00 am until 6.00 pm and from 8.00am till 5.00pm on Friday; throughout the year closing for one week at Christmas. Wrap around care is also provided for from the local schools and nurseries. The staff team are very well qualified and all hold current paediatric first aid certificates.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an extremely welcoming, caring and inclusive setting. Staff display a well developed knowledge of each child's needs which ensures their learning and welfare needs are very well met. The staff team are highly motivated and committed to developing the Early Years Foundation framework (EYFS). The setting has efficient procedures in place which results in continuous improvement. The partnerships with parents, local schools and other agencies are a key strength and staff members work extremely well with parents to promote a fully inclusive environment. Parents have extremely positive views about the nursery, and feel that they are working together with the setting to provide the best quality care and education for their children.

What steps need to be taken to improve provision further?

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

- further develop the setting to display an environment which is rich in signs, letters and words to extend children's communication and reading skills
- support children's learning further in providing a full range of ICT equipment.

The effectiveness of leadership and management of the early years provision

The highly effective leadership and management along with staffs full understanding of their role ensure children are fully protected and remain safe within the setting. Effective, and comprehensive written policies and procedures are in place, including detailed risk assessments which further ensure children's safety. Staff fully understand their role in safeguarding children as fundamental and are confident and knowledgeable in the procedures they are required to take should they be concerned about a child in their care. Children display their confidence and feel safe in the setting as they participate in challenging activities.

For example, they attempt to walk across the rope bridge and reach out for staff support who skilfully and kindly support them. Effective organisation of the premises and resources ensure that children access areas safely supported by full supervision of staff.

Management are fully committed and have a clear sense of purpose with regard to self evaluation and continuous improvement which is supported by a motivated and interested staff team. Regular staff meetings, appraisals and successful training needs ensure that they keep up to date with changes and develop good practice. Recommendations made at the last inspection have been addressed. The setting places a strong emphasis on the children's welfare and learning needs and provides a rich and varied programme extremely well supported by staff to fully meet children's individual requirements. A highly effective system to observe and assess children to evaluate and monitor their learning needs has been implemented. For example, staff complete comprehensive records which are linked to the EYFS to record and monitor children's development and to identify their next steps of learning which are maintained in children's individual learning files. The Local Authority Inclusive toolkit is used in addition to support children's overall development. This is then used to identify areas of further support the child may need from external agencies and support networks.

The setting is highly motivated and demonstrates an outstanding awareness with regard to equality and diversity to ensure an inclusive environment is provided for all. For example, daily diaries are translated into families home languages and children with additional needs are provided with expert one to one care. Partnership with parents is excellent, they benefit from the extremely supportive and caring staff team who keep them fully informed with regard to their children's care and learning. For example, informative and supportive daily discussions along with written daily diaries and newsletters ensure they remain fully informed of their children's care. Parents are encouraged to become involved in their child's learning and regularly read children's individual and discuss children's overall development with staff members. The nursery are extremely supportive towards parents and provide photographs of children happily participating in the various activities. This helps to reassure parents their children are safe and happy, whilst they work with staff to successfully settle their children into the nursery routine. Parents are extremely positive with regard to the care their children receive, they state 'staff make children's time so fun and enjoyable and thank all staff members for being so kind and looking after their children so well'. Extremely effective partnerships with other providers of the EYFS and external agencies ensure they successfully deliver children's learning and well being very well.

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

Written plans fully reflect the EYFS curriculum and all staff demonstrate a thorough knowledge and are expert in their practice. Children throughout the nursery make good progress in the areas of learning linked to the EYFS stage. Staff are highly skilled in their observation and assessment skills and plan for each child's next steps of learning with regard to children's individual interests. They keep detailed

written records along with photographs to assess individual children's progress to support their learning and development. Staff form extremely close and caring relationships with children and the children enjoy their company. Staff sensitively settle new children into the setting, reassuring them and acknowledging their feelings.

An effectively balanced level of adult led and child initiated activities are provided which provides the children with a real sense of belonging. They make enthusiastic and independent choices from the resources available to them and develop their social skills as they interact with one another. For example, children encourage their peers to ride along with them on the bikes and get rides in the trailer behind. However, some opportunities to develop children's independence further are missed at meal times. There is a wide variety of opportunities for all children to make marks, for example, babies have great fun making patterns with their hands in the coloured sand and older children enjoy using the chunky chalk to create their pictures. Children thoroughly enjoy listening to their favourite stories as staff skilfully encourage them to participate and join in. For example, children listen carefully to the words read to them and are able to finish off well known phrases using their knowledge and the pictures displayed. Young children sit comfortably with staff and are beginning to understand that the words and pictures bring meaning as they turn the pages over in sequence. Babies babble with excitement as they join in the singing activity and older children communicate effectively making their requests known. However, there is a limited display of lettering and words to further develop children's communication and language skills. Children make steady progress in their problem solving and numeracy skills as they learn about shape and measurement as they pour the water from one container to the other and recognise when one is full. Young children are beginning to use mathematical language as they place the small world figure above them stating 'look it's high'.

Staff provide children with great opportunities to develop their knowledge and understanding of the world. They plant and care for various vegetables and fruit and are then able to taste them at snack time. Children show great interest in caring for living things as they carefully place the slug they have found in the bucket outside in the rain. Staff support the children's understanding well as they carefully explain the environment animals prefer to live in. Children have some access to programmable toys, however resources to further extend children's understanding of information and technology are limited.

Children enjoy plenty of fresh air and regular exercise as they regularly access the stimulating and imaginative outdoor area. Very good planning and organisation ensures the link between the indoor and outdoor environment is well managed so that children can move freely between them. Children have excellent opportunities to develop their physical skills as they play on the various resources and have excellent opportunities to run in the well organised open spaces. Good health and well being are promoted extremely well, as the setting use the detailed information on children's dietary and health needs very effectively. They are provided with a rich, varied and highly nutritious diet which significantly enhances their overall well being. Children's behaviour is very good. They learn about sharing and valuing others through the superb example provided by the staff who are extremely good

role models to them. They skilfully use verbal and non verbal praise to encourage the children's good behaviour. The result being that children behave extremely well in their care and respond positively towards them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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