

Childcare Norham

Inspection report for early years provision

Unique reference number	310200
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Inspector	Cathryn Parry

Setting address	1 Alnwick Avenue, North Shields, Tyne and Wear, NE29 7AX
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Telephone number	0191 200 6210
Email	norham.childcare@northtyneside.gov.uk
Type of setting	Childcare on non-domestic premises

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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

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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

Childcare Norham is one of several childcare provisions, run by North Tyneside Council. It was registered in 1999 and operates from purpose built premises, situated in a residential area in North Shields. Children have access to four enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, excluding bank holidays and two staff training days.

The nursery is registered to care for a maximum of 76 children in the early years age range at any one time. There are currently 78 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 24 members of childcare staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. 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 good.

The staff offer a warm and caring welcome to all children and their families. The wide range of experiences provided ensures each of the areas of learning are covered well. Systems for observing children to show progress is being made are continually being developed. Staff have some experience of caring for children with learning difficulties and disabilities. They have attended relevant training and show a positive attitude to providing an inclusive environment. Links with other providers delivering the Early Years Foundation Stage are not totally effective. Good systems to evaluate the care and education provided are implemented well to ensure continuous improvement is effectively made.

What steps need to be taken to improve provision further?

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

- continue to develop systems to show children are making progress in each area of learning and to involve parents as part of the ongoing observation and assessment process
- further develop systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting.

The effectiveness of leadership and management of the early years provision

All staff have attended safeguarding training and demonstrate a good understanding of associated issues. Consequently, children are well protected. Visual risk assessments take place daily to effectively reduce the chance of accidental injury. A robust recruitment procedure is implemented to ensure all employees are suitably qualified, experienced and vetted. The staff team is involved in evaluating the effectiveness of the setting. This is complemented with feedback being gained from parents in a variety of ways, including questionnaires. This gives the manager a broader view of the service she and her team provide.

Children's play opportunities are maximised through the effective organisation of space, time and resources. The manager is passionate about offering good quality care and education. She has been proactive in accessing funding to better equip the setting and shows a commitment to the professional development of her team, encouraging training in all areas.

Very good relationships have been built with parents. Staff speak to them on a daily basis as well as completing daily diary sheets for younger children. This is complemented with reviews and the organisation of a parents' forum. Parents are able to further their children's learning at home through highlighted experience and by borrowing books from the nursery. Staff liaise with other professionals to ensure any specific needs are met. A limited number of children have recently started to receive education and care in more than one setting. The staff demonstrate a good understanding of the benefits of sharing relevant information with other practitioners. However, effective systems are not yet established to ensure continuity and coherence.

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

The manager and her team have a very good understanding of the Early Years Foundation Stage and implement it well. Plans, resources and displays show that all children are given opportunities to make progress towards the early learning goals. Staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Their confident approach to equal opportunities actively contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources. Children's language skills are nurtured well as staff use descriptive language, such as 'splash' and 'sploosh' when discussing the water. They use some lovely facial expressions, tone and intonation when communicating with the babies. Children confidently count along with staff in everyday play as well as developing their problem solving skills through a variety of sorting, matching and sequencing activities. Children clearly enjoy participating in creative experiences as they paint, create patterns in the sand and explore the jelly with their hands. Knowledge of the living world is imaginatively nurtured as children care for large African snails, dig in the willow garden and explore the snow. Staff clearly plan activities taking

into account children's interests. Each child has an up-to-date developmental file, which contains observations linked to the areas of learning with identified next steps to inform the planning. Currently the system ensures children participate in activities in each area of learning, although it is not easy to see if progress is being made within these. Although parents do talk about their children's progress, they currently are not clearly involved in the system for ongoing observation and assessment. This has a very slightly negative impact on the process.

The premises are secure with effective procedures being in place for the collection of children, ensuring they are well protected. Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean and safe. Children experience very good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Children are cared for in a clean and comfortable environment, where they are beginning to develop an understanding of good hygiene and personal care. The staff implement very good procedures for nappy changing, to ensure the personal care needs of the younger children are met. All children flourish as they access good opportunities for physical play. These include exploring the newly refurbished outdoor play areas, enjoying baby boogie sessions and relaxing through yoga. Children are active or restful through choice and sleep in-line with their individual needs and parents' wishes. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. 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?	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	2
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	3
The effectiveness of the setting's engagement with parents and carers	2

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	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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