

# Acklam Children's Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	508441
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<b>Setting address</b>	Acklam Road, Acklam, Middlesbrough, Cleveland, TS5 4EB
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<b>Email</b>	
<b>Type of setting</b>	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.

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**

Acklam Children's Day Nursery has been open since October 1991 and takes children from six weeks up to eight years old. The nursery is self contained and has three main child care rooms. The building is situated close to the centre of Middlesbrough on a main arterial road into the town centre. The nursery serves the local community.

There are currently 47 children on roll, 46 of these are in the early years age range. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language.

The nursery opens Monday to Friday, all year round, from 7.30am to 6.00pm, and children attend for a variety of sessions. There are eight full time and three part time members of staff, of whom ten hold a child care qualification. The nursery also employs a cook.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff work closely with parents to effectively meet the needs of all children. A wide range of information is sought before admission, enabling staff to meet children's individual needs and parents requirements. Good systems are in place to ensure no child is disadvantaged, for example, staff have developed links with external agencies to help meet the needs of all children. The newly appointed manager recognises the value of continuous quality improvement. She works closely with staff, advisors and other providers to identify the setting's strengths and priorities for development. This encourages a culture of reflective practice, which helps to promote better outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- ensure fire doors are free from obstructions
- continue to develop observations and planning systems to ensure all children receive a challenging learning and development experience.

## **The effectiveness of leadership and management of the early years provision**

The setting has developed clear policies and procedures to ensure the safeguarding and welfare of all children. Staff have attended safeguarding training and have a good understanding of the signs and symptoms of abuse. They are aware of the procedures to follow if they have any concerns. This helps to ensure children are safe. Records for the safe and efficient management of the setting are in place and well maintained. For example, attendance records clearly show staff and children's hours of attendance. Clearly defined procedures for the emergency

evacuation of the premises are in place and staff have a good understanding of their roles in the event of a fire. Regular evacuation drills are carried out and details are recorded of any problems encountered. However, fire doors are not always free from obstructions. This does fully ensure the safety of all children.

A good range of suitable toys and resources are freely available, and children are able to access these independently. This gives them choices about what they do. Staff provide opportunities for children to develop their understanding of differences. For example, celebrating a range of festivals and pictures and displays around the setting promote a diverse society. Staff work closely with parents and external agencies to ensure children with English as an additional language are fully included. They ask parents for basic words in the child's own language, enabling staff to understand and communicate simple requests. This promotes children's sense of belonging.

Staff have developed a 'buddy' system with other providers to help develop the service they provide and promote outcomes for children, by developing transition systems and ensuring continuity in children's learning and development. Good relationships have been developed with parents. Their views are regularly sought and acted on to help develop the provision provided. Parents attend regular meetings to keep them informed about their child's achievements and progress towards the early learning goals. They have regular opportunities to comment on their child's progress and this information is used to plan for next steps in children's learning and development.

Parents, staff, advisors and other providers are meaningfully involved in the self-evaluation process. Staff have a clear understanding of the setting's strengths and areas for improvement, and recommendations from the previous inspection have been implemented. For example, a complaints log is in place and freely available for parents. An effective appraisal system is in place, which highlights staff's training and development needs. This helps to develop staff's skills and knowledge, so promoting better outcomes for children.

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

Children are happy and settled at the setting. They show that they feel safe and confidently seek out adults and other children to join in with their play. They have fun discovering the properties of water and sand and enjoy talking about the sound the water makes as it comes out of the watering can. Pre-school children enjoy playing outside in the rain and use a variety of resources to catch the rain to see how much rain has fallen. This helps to develop children's investigation skills and promotes their learning in a fun way. Mark making resources are freely available for all children, helping to develop their early writing skills. Pre-school children enjoy mark making on the interactive white board, some are able to say and form recognisable letters of their name. This helps children to develop their skills in communication, language and literacy and in information and communication technology.

Staff have a good knowledge and understanding of the Early Years Foundation Stage framework's (EYFS) learning and development requirements. They provide a stimulating learning environment, which children can access independently. Staff have developed systems to observe and plan for children's learning and development. Children's development files show children's progression towards the early learning goals, although observations are not always used to plan for the next steps in children's learning. This does not fully ensure a challenging learning environment for all children.

The setting has a designated cook, who works closely with staff and parents to meet the dietary needs of all children. The cook has attained the top level 'five star' award for food hygiene, which helps to ensure food is prepared in a clean and safe environment. Children learn and adopt healthy hygiene practices, such as, washing their hands after using the bathroom and before meals and snacks. They take part in regular fire drills, which helps to develop their awareness of safe practices. Children learn how to stay safe when out in the local community as staff talk to them about road safety and how to keep themselves safe. Road signs are available in the outdoor area and staff talk to children about stopping at the 'stop' sign, further developing their awareness of how to stay safe.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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