



## **Sure Start Blyth**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY240604
<b>Inspection date</b>	20 September 2005
<b>Inspector</b>	Julie Larner

<b>Setting Address</b>	103 Wright Street, Blyth, Northumberland, NE24 1HG
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<b>Registered person</b>	Sure Start Blyth
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care, Crèche
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## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Sure Start Nursery and Creche was opened in 2002 in a new building near the centre of Blyth, Northumberland. The nursery is organised in two rooms, one for the care of under 2's and one for over 2's. The crèche is located in a separate room and is run on an as and when needed basis. The current registration allows the group to care for 43 children under 8 years, of whom no more than 21 may be under 2 years. Children have access to an enclosed outdoor play area.

The nursery offers full day care Monday to Friday; opening times are Monday to Thursday from 08.00 to 18.00 and Friday 08.00 to 17.30. It is open all year round, closing only on public holidays. Children attending mainly come from the surrounding area

The nursery and crèche offers care and education for children from birth to five years. There are currently 54 children on roll; of these 6 are in receipt of funding for nursery education. The nursery supports children with special educational needs and those who speak English as an additional language.

There are currently 22 childcare workers in the setting, all of whom have a qualification appropriate to early years. The nursery is managed by one manager and one deputy manager. In addition the nursery employs cleaners and meals are prepared at the café in the building.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children are gaining very good control of their bodies. They balance, jump and run successfully and negotiate pathways very well, both indoors and outdoors. They are confident in trying out new ideas and mastering new skills, for example, playing with hula hoops. Children are beginning to learn about the effect exercise has on their bodies through well-planned and exciting activities, for example, they feel their hearts and talk about this before and after exercise. They use a range of small and large equipment very successfully.

There are excellent procedures in place to care for children if they are ill; due to staff's excellent understanding of children's individual needs, children's sickness is identified quickly to ensure that children are well cared for. The setting has very comprehensive policies in place for caring for sick children that staff are well informed about.

The environment is maintained to an exceptionally high standard due to well organised use of staff time and their understanding of responsibilities in maintaining cleanliness.

Children enjoy an excellent balanced and healthy range of meals. They try new and unusual foods due to staff's sensitive encouragement. Children are beginning to understand about foods that are good for them and the effect this has on their bodies, for example, they talk about energy they will get from food to enable them to play outside. Children are gaining very good skills in personal care, they attempt to put on their coats, wash their hands and serve themselves with drinks. Children are helped to understand that washing their hands before handling food and brushing their teeth after meals helps keep them healthy.

Meal times are an excellent social occasion for children. They enjoy conversations and talk about what they have done during the day.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are beginning to learn about how to stay safe through staff's encouragement and interesting and appropriate activities that encourage this learning; for example, they take part in safety days with opportunities to learn about road safety and the emergency services. Children move safely and freely around the environment and are beginning to consider the safety of others; for example, one child gives a younger child a sun hat and states that they will get "burned" if they don't wear their hat in the sun. Good safety checks and staff's ability to minimise risks ensures the environment is safe and suitable for children.

Children play with an excellent range of appropriate, attractive and interesting equipment. Equipment is well labelled and easily accessible; due to this, children confidently choose what they wish to play with and take responsibility for clearing toys away in their correct places.

The environment is extremely stimulating and attractively presented to create a warm and welcoming atmosphere where children settle well. The bright and airy rooms and excellent use of the garden area means that children are keen to come to the setting, the excellent displays of children's own work show that this is valued and raises children's self esteem. The garden is a lovely, exciting place for children to explore, build, create, learn and enjoy physical activities. Children enjoy using this area immensely and quickly line up when staff ask if they wish to play outside.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Babies and toddlers are very happy and secure in their environment due to the warm and lovely relationships they have with the staff. Children confidently initiate their own play because staff are very skilled at providing support when appropriate but equally allowing them the freedom to explore the environment. For example, children explore jelly in trays by touching, eating and talking about it and use the activities with their own ideas, by pouring out water containers rather than painting with them. Children concentrate on activities for long periods of time due to the staff providing exciting and interesting materials to use.

Children's development is progressing well due to staff's awareness of individual children and the next stages in their development, for example staff help less mobile children to walk and stand at tables with support.

## **Nursery Education**

Children are very confident and enthusiastic learners. They are gaining very good independence skills due to the environment being set up to promote this, for example children's coats and sunhats are stored at child height. They persist in activities for long periods and show enjoyment in their own achievements, for example they clap when they have mastered a new skill. They use their own initiative as they take bean

bags outside to play. Children communicate confidently in a range of different situations. They are beginning to develop good relationships with other children and staff. Children listen well and respond equally so to instructions. They enjoy using books and frequently use the book corner alone to look at stories. Children enjoy painting and drawing and are beginning to talk about their pictures.

Children are recognising shapes and use counting in everyday play well. They are gaining increasing confidence in talking about things that are big and small and staff introduce more mathematical language to extend children's development in an appropriate way, such as learning about pairs. Children enjoy joining in with number rhymes and are beginning to recognise the order of numbers with confidence, for example some children know that five comes after four.

Children build for a variety of purposes and often join in with friends for harder tasks, for example children make a slide from planks and boxes in the garden. There are good opportunities for children to explore their natural environment. Children are learning about changes due to good spontaneous activities, such as walking through water and looking at their footprints on the dry ground. Children are beginning to describe textures well and learn about colours. Staff are skilled at using every day occurrences to encourage children to use their senses, children regularly talk about what they hear, touch and smell with increasing confidence.

The quality of teaching is good. Staff have a sound understanding of the Stepping Stones and keep clear records to monitor children's progress well. Children's interests are used as a basis for the themes, for example the baby clinic area, meaning that children feel valued and can learn about things that interest them. Children's learning is extended very well due to staff successfully questioning children in a sensitive and appropriate manner. Children are keen to learn due to staff providing stimulating activities in an imaginative way, for example painting is taken into the garden and masks are used to make singing rhymes more interesting. Circle times are not always effectively managed due to the mixed ages of children and can limit learning

Children's progress through the Stepping Stones is very good.

### **Helping children make a positive contribution**

The provision is good.

Children behave very well. They play well together and have opportunities to join in with younger children, for example whilst in the garden. This gives children the opportunity to build relationships with different ages of children, older children are beginning to accept the needs of the younger ones and help them.

Children are well-mannered, learning to share and take turns, this is due to the staff providing very good role models. Staff are sensitive and constantly praise children for their achievements, in turn children are aware of the boundaries and are beginning to understand and follow rules.

Children are respected and treated as individuals, for example regular visits are done

when children move rooms. Staff promote equal opportunities well, because of this children are confident with participating and playing with all of the toys, for example boys try on the dressing up clothes. Children are learning about their local community through planned and spontaneous trips to local shops. Children with English as an additional language are supported well overall, however children's home language is not sufficiently promoted.

Children with special needs are included well within the setting. This is due to the good levels of staff knowledge and their commitment to working closely with other professionals to keep themselves fully aware of the children's individual needs. This means that children are provided with consistent care which allows them to make progress.

Partnerships with parents are good. Children's individual needs are met because staff collect comprehensive information and home visits are conducted before children start to attend. This means that children are familiar with their key workers and provides a more secure environment for them starting the group. Children's individual needs are met because staff collect comprehensive information from parents as an on-going process. For example, they discuss weaning routines with parents and make appropriate arrangements to carry these through to enable children to move on to the next stage in their development. Regular reviews of children's progress ensure that parents are well informed of both the care and educational progress their children have made.

Children's social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is good.

Staff show an excellent attitude to further training to develop themselves, which in turn benefits the children, for example babies are taught to communicate with signing. Policies and procedures are robust and comprehensive, ensuring that staff have good knowledge of how the setting works and children are cared for consistently. These are up-dated regularly to ensure they are kept in line with current regulations.

Staff are very skilled at interacting with the children and responding well to them. Staff use good questions that extend children's thinking, vocabulary and learning. As a result children are confident and have a positive approach to the learning experiences provided, for example, young children persist in activities for considerable periods of time.

Leadership and management is good. The manager has a clear vision of the setting and successfully motivates all staff. This means that staff show a very good understanding of their roles and responsibilities in relation to how the setting operates. Clear induction processes and continued support in the form of supervisions and appraisals ensures that monitoring of the setting is effective and meets all the children's needs.

Space is used very well in most areas and the garden is a particularly good example of this, however in some areas of the older children's room equipment is less accessible and not well used by children, for example the computer and writing area.

Overall, the setting meets the needs of all children very well.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children's home languages are promoted well
- organise all areas of the nursery well to ensure children can use all equipment.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children are grouped well at circle times to enable them to learn effectively

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

