

North Tynies NNI

Inspection report for early years provision

Unique reference number

EY307505

Inspection date

23/09/2009

Inspector

Clive Petts

Setting address

Bellingham School Site, Redesmouth Road, Bellingham,
Hexham, Northumberland, NE48 2EN

Telephone number

01434 220716

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).

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

North Tynies NNI at Bellingham in Northumberland was first registered in April 2005, and is one of five private childcare settings. It operates from the children's centre on the village school site and serves a wide rural area. A maximum of 50 children from birth to eight years may attend the setting at any one time. The setting operates between 7.30am and 6.30pm each weekday all the year round. Parents can request breakfast club, after school and holiday care for children up to eight years old. There are currently 188 children on roll, 46 of whom are in the Early Years Foundation Stage (EYFS). There are 20 members of staff of whom 15 hold appropriate qualifications including, Early Years, teaching and paediatric first aid qualifications. The setting supports children with special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of provision is outstanding. The setting successfully creates a rich, friendly and really happy environment for children. This makes them feel safe and secure and as a result really well motivated to learn. A skilled and talented team of staff provide challenging and varied activities, to ensure all children are included. As a result they make excellent progress within the EYFS. Assiduous observation and assessment underpins the continuous improvement in the children's development and learning. Excellent partnerships especially with parents are a key strength and reflect the ambition of leadership and management, to provide high quality care and learning. As a consequence, provision and practice are continuously improved.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that the teaching of phonics is discrete and systematic to enable seamless progression from hearing to saying, reading and early writing.

The effectiveness of leadership and management of the early years provision

The excellent manager provides a clear vision for a well motivated, enthusiastic staff team. They work closely together to provide a rich, warm environment where children's learning, development and welfare are effectively met. First-rate procedures are in place to meet EYFS statutory requirements. Shrewd recruitment make sure expectations are high and contributions imaginative. As a consequence, children thrive on the wide range of challenges that are available to all children.

Self-evaluation is well established, and all staff are involved appraising strengths and identifying areas for improvement. Parents are routinely consulted and their views and the views of their children are listened to in order to maintain delivery of high quality learning and development. For example, they make certain menus meet children's preferences and are healthy. Children have access to a wide and varied range of resources that offer exciting opportunities for all needs. This includes outdoor learning which is being systematically improved. Relationships amongst children and with staff are exceptional and greatly enhance children's enjoyment and attention span when learning and playing. Observations and comprehensive assessments are used by staff to check progress, tailor learning to meet individual needs and plan the next steps. Learning journals summarise achievements and are increasingly used to inform and engage parents, capitalising on the excellent relationships they have with staff.

Staff have an assured grasp of their responsibility in safeguarding. They are fully aware of the procedures if they have any worries or concerns about any of the children in their care. Risk assessments are routinely completed and all meet requirements. The manager has high ambitions and drive for the continued development of the setting. She is ably supported by a talented and experienced staff team, which together enables sustained improvement.

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

Children make significant progress in the caring and lively atmosphere the staff have created. Staff know their children exceptionally well, have a very good knowledge of their learning needs and as a result successfully support children's learning and play. Careful planning incorporates children's interests, makes learning meaningful and is sharply focused on the next steps. Regular observations of children's achievements are assembled into journals. These demonstrate the significant progress children make, and the way in which learning is fashioned to meet all needs regardless of background. For example giving children, including those with special educational needs and/or disabilities, the experience of handling animals and reptiles on a farm visit. The key worker allocation works especially well, as staff enjoy exceptional rapport not only with children but with parents during the open door time. Children are confident and relaxed during activity times and are developing independence, because staff are supportive and provide plenty of positive encouragement. Staff are sensitive to the needs of new arrivals providing the reassurance they need to settle quickly.

Children are encouraged to be active, explore and think logically about their experiences. For example, children help grow a range of vegetables by preparing the soil, planting seeds and watering them as they grow. When the vegetables are ready for eating they discuss their preferred menus with staff. This includes choosing menu options from around the world to utilise the peppers they have grown. Children enjoy the buzz from a range of visits and visitors, for example, the sport coaches. They enjoy learning about 'me and the world' as they display postcards from adults travelling the world. Local environment initiatives are used

to capture their interest and extend their knowledge of the natural world. For example, observing the 'wiggly worms' in the outdoor wormery, and watching the day to day life cycle of the butterfly. All children have ample opportunities to be creative, experience hand painting and delight in squeezing foam between their fingers. Sensory areas enable children to explore the effect of light and mirrors. Multi-skill sessions allow children to develop a range of motor skills and coordination using hoops, balls and jumping frames. Staff make certain all have the opportunity to discuss their learning experiences. Self-registration permits children to recognise familiar words such as their names. However, phonics sessions are insufficiently discrete and do not always provide for systematic practice. Children behave really well and they clearly enjoy working together. Staff are very good role models and provide them with a calm, relaxed and encouraging atmosphere.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met