



## North Tynies NNI

Inspection report for early years provision

<b>Unique Reference Number</b>	EY307505
<b>Inspection date</b>	12 October 2005
<b>Inspector</b>	Karen Ling
<b>Setting Address</b>	Bellingham Community Middle School, Redesmouth Road, Bellingham, Hexham, Northumberland, NE48 2EN
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	North Tynies Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## 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?

North Tynies at Bellingham, Northumberland is one of five childcare provisions within the North Tynies Childcare Limited organisation. It was registered in April 2005. The accommodation is a purpose built unit on the grounds of Bellingham School Site. The unit is registered to care for a maximum of 36 children from birth to eight years of age. There are currently 76 children on roll of which 26 are in receipt of funding for nursery education. The unit is open each weekday from 07.30 until 18.30 for 51

weeks of the year.

There are two childcare rooms within the unit which are organized to allow children to be grouped appropriately. The unit provides for children from the locality and surrounding areas. It currently supports children with English as an additional language.

There are 15 full and part time members of staff who work directly with the children. Of these, 13 hold appropriate qualifications in childcare and education. The unit is part of the Foundation Stage liaison programme and has links with the Early Years teacher at Bellingham First School.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children thoroughly enjoy a wealth of activities which contribute to their good health. They understand their own needs and begin to respect the needs of others. For example, an older child helped herself to a cup of water and took it to her friend when she was upset and explained why she was doing it. Children share responsibility for decisions and are beginning to contribute to their own health and care routines, such as selecting and using individual wipes following lunch and snack times. Over time children develop an excellent understanding and willingness to keep themselves healthy. This is because staff consistently follow the high quality health and hygiene policies and 'Healthy Pathways' programme for the unit. Children's knowledge and understanding of how to look after themselves well is further enhanced by the contribution of visitors to the unit such as the dental hygienist.

Children learn about eating healthily because careful thought goes into choosing nutritious food and staff chat to children about the benefits of the meals and snacks they eat. At the same time, staff take account of the wishes of parents, children's likes and dislikes and individual dietary requirements.

Relationships with adults are excellent. The key worker system is very effective in ensuring individual needs are met. Children's emotional well being is paramount and promoted well because of staff's expert practice. Physical activities provide high levels of challenge and children become skilful in a range of movements involving both large and fine motor control. Young children join in short physical sessions during the week accompanied by a parent, grandparent or carer. They have great fun with parachute games and as they learn how to use small equipment. This enables children to gradually build up confidence and in time they attend for longer periods. Although the unit's own outdoor area is in the process of being completed, children visit the school site where they enjoy an excellent variety of planned and self initiated activities appropriate to their age and stage of development.

Younger children enjoy a rich and varied range of activity where they can express feelings and learn to cope with challenging and new situations. For example, they

excitedly explored the new sheds that had been delivered and enjoyed their story time inside one of them. They learn about their bodies and what they can do and staff sensitively help them to manage themselves in matters of hygiene and dress, for example, as they learn to use the toilet. The care of babies is well planned with staff being deployed to ensure consistency and continuity of care. Babies own routines are followed and as a result they are very happy and settled with their key worker.

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

The provision is good.

Children are happy and settled in the setting which is warm and welcoming. Children's safety is given high priority. Practitioners are knowledgeable and follow the settings comprehensive policies and procedures to protect children and promote their well being. Thorough risk assessments are carried out regularly, which identify and minimise risks. Good systems are in place to monitor entry to and from the unit. This means that children are able to move around safely, freely and independently.

Resources and furniture have been thoughtfully chosen and arranged to maximise children's safety within the unit. For example, all child height furniture has rounded edges. The wide range of toys are of a high quality and are stored in such a way that children can safely access them. Children learn about and contribute to safety routines, such as the emergency evacuation routine and how to travel safely to the school site for outdoor play.

Very young children and babies are able to develop in a warm and loving relationship with a key person. They are helped to develop friendships, competently using language and non-verbal signals to share experiences. They show increasing confidence as they share with others and are able to let others know what they need and how they feel. Babies and children's efforts to communicate are valued by adults. They are enabled to explore and experiment with sound media and movement in a safe environment using their senses and begin to engage in pretend play using the wide range of resources.

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

The provision is good.

Most children enter the unit confidently and staff build very good relationships with children to help them feel settled and happy. Children relate very well to each other and are developing good social skills, for example, as they chat and share food at snack times. They show growing independence in many aspects of the daily routine, however, lunch times tend to be over adult directed. All children spend their time purposefully as they choose from a variety of books, toys and table top activities and thoroughly enjoy the singing and movement sessions. Young children excitedly explore paint and glue as they make two and three dimensional pictures while babies show curiosity in themselves as they see their reflection in mirrors and use movements to make things twist, turn and roll. Young children achieve well because staff set good role models, give excellent support, clear explanations and plan an

exciting range of activities, which are appropriate to each child's age and stage of development. As they approach their third birthday children begin to take part in 'Early education sessions'. Children become familiar with the layout and resources in the playroom for the older children. They are introduced to more adult directed activities, such as planting cress seeds and using glue and different textures to make models. This helps to build their confidence and readiness to join in with the planned curriculum for the foundation stage. Staff plan appropriately for the under three's and some staff have received training in the Birth to three matters framework. They have yet to use this framework in their planning and assessment systems. Implementation of the framework will further enhance the provision.

### Nursery education

The quality of teaching and learning is good. Children make good progress towards the early learning goals because they receive appropriate challenge and are involved in a wide range of interesting activities which help to move them on. Staff have a secure knowledge of the Foundation Stage and plan a good balance of adult directed and child initiated activities. Children are happy and clearly enjoy the sessions, confidently playing alongside others or on their own if they choose. They have a secure awareness of right and wrong because staff set clear boundaries.

Children are motivated and show developing perseverance and concentration as they complete set tasks, such as puzzles. They develop good speaking and listening skills. For example, they take turns in conversation as they talk about events in their lives and listen very carefully to instructions. They had lots of fun as they followed the song on tape and balanced a bean bag on different parts of their body. Staff repeat activities at times so that children can practice and develop new skills. Children show an interest in books and illustrations. They enjoy story time as a whole group and like to look at books on their own as they choose from the wide range available. Children regularly sing and know a good repertoire of songs and rhymes and enjoy joining in with ring games. They learn simple calculation and show an awareness of number, for example, as they work out how many 'currant buns' are left.

Children like to explore and investigate a range of media, such as sand, paint and dough. They show interest in the water activity as they experiment with the equipment and explore how the water moves through different tools, such as the water wheel and funnel. They learn about the local and wider community and changes that occur. For example, a visitor from the Heritage Centre in the village shared information with the children and brought some old fashioned clothes for them to see and talk about. They explore further a field as they take trips to places, such as Kielder reservoir and the local market town of Hexham where they enjoyed a picnic in the park.

Staff make good use of time and resources and are clear about their roles and responsibilities, which ensures sessions run smoothly. They monitor children's progress and make regular formal and informal evaluations and assessments, which enables them to plan the next steps in learning.

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

The provision is good.

Children's confidence and self-esteem is nurtured well because practitioners make learning interesting and fun and involve children effectively. Staff value children and their contributions and give regular praise and encouragement. As a result behaviour throughout the unit is good. There are appropriate systems in place to support children with special needs and English as an additional language. Children's awareness of diverse backgrounds is positively promoted through a range of suitable resources and outings.

The routines follow children's needs, particularly very young children and babies. Children have time to relax as well as be active and are given sufficient time to complete activities. They confidently move around their space and show care and concern for each other as they play together. Children are given appropriate responsibility and enabled to make decisions and choices. They play and explore alongside attentive adults who provide a nurturing environment. The provision fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is good. Staff have created a friendly environment in which parents and carers feel welcome to take part in activities with their children. They are provided with a very good range of information including sessions throughout the year which focus on different areas of learning. Information supports parents of children for whom English is an additional language and ensures that they and their child are fully included in the activities of provision. Parents speak highly of the support they receive and the effective exchange of formal and informal information about how well their children are developing and the progress they are making at the unit.

## **Organisation**

The organisation is good.

Children's care is enhanced by exceptional organisation and the ongoing professional development of staff. The project manager has a clear vision for the unit which is shared by staff. Practitioners work well together as a team and all are clear about their roles and responsibilities and contribute fully to practice systems. All policies and procedures are individual to the setting, robust and fully support the practice of knowledgeable and skilled practitioners. Staff are committed to protecting children, promoting their well-being and supporting their individual potential. Comprehensive planning systems are monitored and adapted to keep children safe and to enable them to make good progress in all areas of their development. Effective practice and resources together with practical support ensures that the provision meets the needs of the range of children for whom it provides.

Leadership and management are good. The project manager for the unit has been particularly effective in developing a strong team, which has a collaborative approach to all aspects of its work. Staff reflect on their practice and use monitoring procedures well to ensure the ongoing evaluation and improvement of the quality of their teaching.

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

Not applicable.

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

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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):

- implement a framework in line with Birth to three matters to develop further the effective practice with under threes
- improve the organisation of staff and resources at lunch time so that children consistently receive well planned opportunities which encourage their independence

#### **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):

- continue to develop the outdoor area so that it can support and enhance the early years curriculum.

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:

