



Westerhope Village Nursery

Inspection report for early years provision

Unique Reference Number	EY152358
Inspection date	22 November 2005
Inspector	Julie Larner

Setting Address	384-388 Stamfordham Road, Newcastle upon Tyne, Tyne and Wear, NE5 5HE
Telephone number	0191 2860592
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Registered person	Choice Childcare Ltd.
Type of inspection	Integrated
Type of care	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.

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?

Westerhope Village Nursery was opened in September 2002 in a refurbished building in the centre of Westerhope village, Newcastle-Upon-Tyne. The nursery is organised in several base rooms for different ages of children. The children have access to a library, soft play room and dining hall. The current registration allows the group to care for 59 children from birth to under 5-years-old. Children have access to an enclosed outdoor play area.

The nursery offers full day care Monday to Friday. The opening times are Monday to Friday from 08.00 to 17.45. It is open all year round, closing only for public holidays and between Christmas and New Year. The children who attend come mainly from a local catchment area.

The nursery offers care and education for children from birth to 5-years-old. There are currently 75 children on roll; of those, 13 are in receipt of funding for nursery education. The nursery supports children with special educational needs and who speak English as an additional language.

There are currently 20 childcare workers in the setting; of these 14 have a qualification appropriate to early years. The nursery is managed by one manager and one deputy manager. In addition, the nursery employs a cook and cleaners.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and hygienic environment. Children are protected from the spread of cross-infection due to staff's constant vigilance and well-maintained procedures. For example, staff follow procedures well by wearing appropriate clothing to change nappies and serve food. A regular cleaning routine ensures that children play with clean toys and equipment. Children's welfare is safeguarded by staff quickly identifying any illnesses children have and making parents aware of this.

Good healthy meals that meet children's individual dietary needs are enjoyed by children. Careful planning ensures children are provided with assorted fruit and vegetables. Older children are beginning to recognise foods that are good for their bodies and how this contributes to a healthy lifestyle. For example, they talk about milk being good for their muscles to help make them strong.

Older children enjoy regular opportunities for physical exercise and are gaining good control over their bodies. They are progressing well and are able to hop, run, jump and move their bodies in different types of ways. The children run around and swerve to avoid collisions and enjoy games of tag with other children. Action games, where children pretend to be bunnies, are enjoyed immensely by children. Children steadily negotiate pathways well indoors and outdoors, however, less opportunities are available for younger children to enjoy physical exercise. This is due to staff's planning and the availability of indoor space. Consequently, they do not learn about the benefits of exercise sufficiently.

Some children are learning about good personal hygiene and are increasingly confident in carrying out tasks for themselves. For example, older children collect their coats and put them on, they can also visit the toilet without adult help. Younger children can get tissues and wipe their noses all by themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

A high emphasis is placed on children's safety. There are good procedures in place to ensure that children are safe and secure within the nursery. Staff maintain these practices rigidly. Children move safely and freely around the setting. Good safety checks and staff's ability to minimise risks ensures the environment is safe and suitable for children. Children learn about basic road safety on outings. Indoors staff help the children to learn about keeping themselves safe with sensitive reminders. Younger children are encouraged to explore whilst staff remain vigilant to ensure their welfare.

Children play with a wide range of interesting and stimulating equipment. They use their own ideas and eagerly persist for long periods of time on their chosen activities. Children confidently choose what they wish to do due to good storage which encourages their independence. Children imaginatively and creatively use household objects for their play, they enjoy playing with ribbons and mirrors. They explore readily.

Children are cared for in a warm and welcoming environment, and are keen to welcome other children into nursery. There are beautifully, well-presented displays of children's own work in the setting; showing that contributions are valued. This helps in raising children's self-esteem. Sensory displays of fur and foil encourage children to make use of, and explore with their senses.

Staff have attended child protection training and have a good knowledge of their responsibilities in this area. Children's welfare is safeguarded as a result of this.

Helping children achieve well and enjoy what they do

The provision is good.

Children have lovely relationships with staff, because of this they are happy and settled. Children confidently ask for support due to staff making them feel safe and secure in the setting. Children enjoy participating in a varied range of activities that interest them. They are able to stand up for themselves and tell staff what they do not want to do. Children readily make decisions which are respected by staff. For example, they decide to carry on with their own play rather than sing at circle time. Children's development is supported well by staff. They extend children's play well to help them learn.

Babies are very confident in exploring their own environment and are involved in exciting activities, such as, painting, which they explore with interest. They are settled and comforted by the good support provided by staff.

Nursery Education

Children are becoming very independent due to a well planned environment and staff's encouragement for children to try to complete tasks for themselves. Many

children easily serve themselves at lunch time, clear away after themselves, put on their coats and select their own toys. Children behave well and are beginning to learn about sharing and taking turns; some with support from staff. They take a pride in their own achievements and recognise others. For example, they clap other children for their achievements. Children are forming good relationships with adults and other children; helping each other readily by serving breakfast to each other.

Children use their senses well by talking about what they hear, touch, see and smell. Children are beginning to gain an understanding of simple addition and some children compare numbers successfully. Children enjoy books; looking at these alone or with other children. They handle books carefully and are beginning to predict what will happen next in stories. Children are confident communicators. They talk about what they are doing, because of this staff ask more questions to extend their learning. Children use their imagination at times, but further development is needed to provide good opportunities to engage children in imaginative play.

The quality of teaching and learning is good. Staff have a sound understanding of the Stepping Stones. Children's development is extended well due to staff successfully questioning children in an appropriate manner. While staff mainly make appropriate use of their time, circle time is not always effectively planned to keep children motivated and interested. Children are keen to learn due to staff providing stimulating activities that children complete themselves. For example, the children measure out ingredients and mix their own play dough. Children's progress is monitored well through clear and appropriate plans. The staff's good knowledge of individual children helps on achieving this.

Children's spiritual, moral, social and cultural development is fostered. Children are developing a good understanding of diversity through well organised activities, such as, making food to celebrate different festivals.

Children are making good progress through the stepping stones.

Helping children make a positive contribution

The provision is satisfactory.

Children behave well due to staff providing good role models. Children take responsibility and tidy away their toys. They confidently make decisions and staff encouragement for this is good. For example, children choose which books they want to read and which songs to sing at circle time. Children respond well to staff and are beginning to learn about right and wrong through appropriate reminders from them. For example, staff encourage children to "be nice to their friends". Younger children are beginning to realise the consequences of their actions, with support from staff, and say sorry to other children.

Children with special needs are successfully included in the setting. There are clear goals for children to ensure their individual needs are met. In addition staff show a good understanding of these needs. Overall, the setting shows a commitment to work with other professionals to ensure children's individual development. This works well.

Staff work hard with parents to ensure children are cared for in a consistent and appropriate manner. Staff collect good, comprehensive information from parents and are mostly very successful in meeting the children's individual needs. The transition from the baby room to toddlers is managed in a variety of ways including staggered lunch times. Children are learning about diversity through fun and well prepared activities. They learn about the local community through purposeful visits. For example, they visit the local shops to buy produce for cooking. All children, regardless of when they attend nursery, are involved in these outings due to good staff planning.

Partnerships with parents are good. The nursery staff have forged strong links with home, due to their approachable and open attitude with parents. Children's individual needs are well met, due to staff collecting good information from parents and carers. For example, they discuss feeding routines for younger babies that meet the children's needs. Parents are provided with good opportunities to discuss children's progress on a regular basis. This keeps them well informed about the care and education.

Organisation

The organisation is good.

Staff show a good commitment to further training to develop themselves, which in turn benefits the care of the children. Policies and procedures are comprehensive; ensuring that staff have good knowledge of how the setting works. The children are cared for consistently. These policies are updated regularly to ensure they are kept in line with current regulations. Documentation is well organised and confidentiality is maintained.

The staff team creates an orderly environment in which to care for children. Staff mostly make appropriate use of their time to create a suitable environment for children. Space is mainly used well, in most areas, with staff making good use of the resources. This allows them to create stimulating activities for children's play. For example, children enjoy making fancy oranges and play dough. Children are safe, settled and secure in the environment.

Leadership and management is good. The manager has a clear vision of the setting and successfully motivates staff. Clear induction processes and continued support for staff ensures that the monitoring of the setting is effective and meets all the children's needs.

Overall, the provision meets the needs of the children attending.

Improvements since the last inspection

At the previous inspection the group agreed to, ensure the fire procedure is fully implemented and that staff are aware of this. The group have updated the fire procedure in line with the fire officers guidance; ensuring that staff are aware of this to safeguard children.

The group also agreed to make parents aware of the child protection procedure. The parents are made aware of this to ensure they are fully informed about staff's responsibilities; safeguarding children's welfare.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of all complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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 there are good opportunities for younger children to benefit from physical exercise

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):

- organise circle time effectively to ensure it is well planned.
- provide good opportunities for children to develop their imagination.

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