

# Fulwell Grange Kindergarden

Inspection report for early years provision

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<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*.

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## **Description of the setting**

Fulwell Grange Kindergarden is one of 72 nurseries run by Just Learning Limited. It was registered in 2003 and operates from converted church premises, consisting of four playrooms and associated facilities. It is situated in the Fulwell area of Sunderland. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 82 children in the early years age range. There are currently 97 children attending in this age group. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 25 members of childcare staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. One member of staff has recently achieved Early Years Professional Status. The setting provides funded early education for three- and four-year-olds.

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

Overall the quality of the provision is good.

The manager and her team of staff ensure all children and their parents feel welcome. A varied selection of experiences is provided to ensure there are ample opportunities for children to make progress. Staff value and respect children's differences and encourage everyone to play a full part in the setting. Systems for monitoring children's achievements and links with other practitioners are being developed. Regular team meetings and the attendance of a range of training by staff ensure continuous improvement is maintained.

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

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

- develop further systems for monitoring children's progress
- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting.

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

All staff demonstrate a very good understanding of their role and responsibility with regard to safeguarding children. Consequently, children are well protected. Risk assessments take place on a daily basis for indoors, outdoors and outings. This results in the reduction of opportunities for accidents to occur. Children's

welfare is effectively safeguarded as all staff have had suitable checks completed as part of the robust recruitment procedure. The manager is very well organised and ensures all mandatory training is attended by her staff, as well as promoting their professional development through highlighting other courses. Children access a wide range of planned and spontaneous experiences through the generally effective organisation of space and resources.

Systems for evaluating the learning and development opportunities provided are good. The manager and her staff identify areas for improvement and implement an action plan to address these. Verbal and written feedback is gained from parents to give a more informed view of the setting. Both recommendations raised at the previous inspection have been positively addressed, which impacts positively on children's safety and their opportunity to enjoy books.

Good parental involvement is beneficial to the continuity of care that the children receive. They are well informed of the experiences their children have enjoyed and are actively encouraged to play a part in their children's learning. This has resulted in some parents visiting the setting, for instance, to play different musical instruments to the children and to share their expertise, including a parent who is a pharmacist. Staff link with teachers when children move onto other settings, such as nursery school. However, systems for liaising with other practitioners where children receive care and education in more than one setting are not well established. This impacts negatively on continuity and cohesion. Relationships have been made with other professionals, such as speech therapists and social workers, to ensure any specific needs are effectively met.

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

Staff have a sound understanding of the Early Years Foundation Stage and effectively support children's learning through a range of play experiences, both inside and out. A key worker system is in place, which helps children and their parents feel secure. Children behave well and are beginning to understand the consequences of unacceptable actions and words to others. The staff have good strategies in place for managing behaviour, which are appropriate to the children's ages and stages of development. Positive role modelling by the staff and appropriate resources encourage children's growing knowledge of equal opportunities. This is complemented with the celebration of a range of festivals that represent the children's own cultures and those of others. Staff communicate well with the children, giving them time to respond and valuing their contributions. A wide range of books is provided for children to enjoy independently or with others. The organisation of group story times is being reviewed in order to ensure the varying ages of children in the older playroom are effectively met. Children confidently count along with staff in everyday play. They classify and match objects during fun problem-solving games. Children enjoy exploring items from the natural world. Examples of these are looking closely at shells, feathers and melting ice. A range of interactive resources and computers nurtures children's information and communication technology skills. They enjoy imaginatively planned creative activities, such as painting corrugated cardboard, exploring flour using sieves and

floor painting. Staff plan activities around children's interests and capabilities. Children have individual developmental files, which contain observations and photographs. However, the observations are not all effectively collated to easily show, and consequently monitor, children's achievements.

Children are kept secure through good procedures for entry to the building. Regular checks and cleaning of the broad range of toys ensure children handle items that are clean and safe. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Large windows in the nursery enable children to benefit from natural light whilst playing indoors. Regular use of the outdoor play area, participating in action rhymes and visits by a football coach provide opportunities for healthy exercise to encourage children's physical development. This large outdoor play area is currently being developed to provide a more stimulating environment. Children are able to play quietly, rest and sleep as required. The areas used for this are constantly being reviewed in order to provide a relaxing environment for children. Children are encouraged to be healthy as they learn how to wash their hands and they know to put their hands over their mouth when they cough. This fosters children's emerging understanding of how to help stop germs spreading and keep themselves well and healthy. Good procedures for nappy changing are implemented to ensure the personal care needs of those who are not yet using the toilet are met. Children thrive as healthy and nutritional meals and snacks are provided. These include pasta dishes, fish cakes, vegetables and fruit. Individual dietary needs are met completely, ensuring children's well-being. Older children have free access to water dispensers, which helps to develop their self-help skills as they quench their thirst. Staff have a good understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medicines. This helps to minimise the risk of cross infection and safeguards children's health. Clear records are kept in respect of accidents and medication and these are shared with parents.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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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