

Park House Nursery

Inspection report for early years provision

Unique reference number	301766
Inspection date	22/01/2010
Inspector	Andrea, Jane Lockyer

Setting address	Pont Park, Ponteland, Newcastle Upon Tyne, NE20 0JY
------------------------	---

Telephone number	01661 820545
-------------------------	--------------

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 0300 123 1231, 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: 0300 123 1231
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Park House Nursery was registered in January 1995. It is situated in a rural setting, just outside Ponteland, Northumberland. The group operates from four rooms; babies and younger toddlers are accommodated on the first floor, which is accessed through the nursery and via stairs, older children are on the ground floor. Three enclosed outside play areas are also available.

The nursery is open Monday to Friday from 7.45am to 6pm, for 51 weeks of the year. The nursery cares for a maximum of 60 children, aged from birth to under five years at any one session. They are registered on the Early Years Register, and there are currently 60 children on roll. The nursery is in receipt of funding for nursery education.

The nursery is owned and managed by a private provider. There are 12 permanent staff who work with the children, all of whom hold a recognised early years qualification. The nursery receives support and training opportunities from the local authority and they are members of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well organised, stimulating and safe environment ensures that children receive enjoyable and interesting experiences that motivate them to learn. Staff have a good understanding of the Early Years Foundation Stage (EYFS), resulting in children making good progress towards the early learning goals. Management and staff have good links with parents and local schools to ensure that children's welfare and learning are promoted effectively. Inclusive practice is given a high priority to ensure that all children and their families feel valued and included. However, there are limited resources to raise children's awareness of people with special educational needs and/or disabilities. Staff and management are committed to evaluating their practice to identify strengths, weaknesses and areas they plan to develop. This maintains continuous improvement, which enhances outcomes for children.

What steps need to be taken to improve provision further?

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

- provide a wider range of resources to increase children's awareness of people with special educational needs and/or disabilities
- increase children's independent access to resources, and their ability to link words to pictures, by providing pictorial labels alongside the written labels in the Rainbow room.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment, vetting and induction procedures ensure that staff are well qualified and experienced, and that they carry out their roles proficiently. Staff are secure in their knowledge and understanding of child protection to ensure all children are safeguarded. Effective risk assessments and safety procedures are carried out by staff to ensure children remain safe at all times, both in and out of the premises and while on outings.

Staff demonstrate enthusiasm and an ongoing commitment to further develop their skills and knowledge to improve outcomes for children. They are well supported by a strong management team who have a clear vision for future development which they share with all staff. A number of improvements have been made since the last inspection such as, developing a specific outdoor area for the younger children, extending information for parents, and inviting parents to contribute to their children's development files. Good systems are in place for self-evaluation, which means that the whole of the provision is constantly being monitored and evaluated throughout the year to improve outcomes for children. A wide range of comprehensive policies and procedures are implemented effectively by staff which enhance all aspects of children's care, welfare and learning.

Children thrive in the supportive environment. It is organised very well and allows children freedom to move around the play areas and make independent choices from the wide range of well maintained resources. Staff are deployed effectively providing children with good levels of support. An effective key worker system ensures that all children, especially babies, quickly form close bonds with familiar adults, promoting a sense of trust and security.

Effective relationships with parents result in children's unique needs being consistently well met. Comprehensive information is obtained from parents and recorded in respect of children's individual needs. Parents are provided with detailed information which keeps them fully informed about all aspects of the setting and the care, welfare and learning of their children. Staff provide ongoing information to parents about activities and how they can continue their children's learning at home. Regular newsletters and dedicated notice boards keep parents informed about nursery events, while information about the children's progress and recent experiences is exchanged through discussion, development files and termly progress reports. Parents' views are sought through discussions and questionnaires which contribute to the evaluation process and help parents feel valued. Information from questionnaires show that parents have a high regard for both the setting and the staff. Staff provide good information to schools that children move onto, ensuring that they are well informed of children's care and learning.

There is a commitment to equality and inclusion throughout the setting and its practice. Staff are good role models for children, fostering a positive attitude to diversity, ensuring that children develop respect for individual and differing needs. All children are valued and respected for their individuality.

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

The children are well supported in their learning through the staff's sound knowledge and understanding of the Early Years Foundation Stage and the methods that help children learn. A good balance of adult-led and child-initiated activities are organised effectively. This ensures that all children are well supported and have good opportunities to practise and consolidate their learning.

The children thoroughly enjoy their time at the nursery. They are motivated to learn and eagerly engage in a wide range of stimulating activities that enhance their development and learning skills; such as, learning about the cycle of growth as they plant seeds to grow, developing an interest in the wider world as they engage in an 'around the world topic', and exploring a vast array of art and craft activities using a wide variety of different mediums. Children's interests are at the forefront of planning and many activities are directly developed from what children have shown an interest in. Children are making good progress towards the early learning goals. They are inspired to learn through the staff's own enthusiasm and are skilfully guided to extend their own play and learning. Effective systems are in place to continually monitor and assess children's achievements. These are used in conjunction with planning to plan the next steps of children's individual learning.

Children's understanding of mathematical concepts, shape and colour is promoted through everyday situations; for example, as they weigh and measure baking ingredients, compare sizes of each other on the height chart, and learn monetary value as they engage in imaginative play at the 'supermarket'. They enjoy playing, sorting and matching games and hunt for certain colour objects around the room. Children are provided with good opportunities to develop their problem solving skills, as they attempt to fit interlocking shapes together, construct from building materials and play with puzzles. Staff are proactive in supporting children's communication, language and literacy; they ask open questions, involve children in story time and extend their vocabulary as they learn the names of different dinosaurs. Older children are confident communicators; they initiate conversations with staff and happily talk about their families, friends and what they have been doing. Staff take time to listen to children and actively engage them in conversations about things that interest them. Circle and recall time helps children to develop good listening skills that enable them to take turns in discussing and expressing their opinions clearly.

Activities such as, copying and tracing letters, identifying their named place mats and the use of words for labels around the room promote children's pre-writing and reading skills very well. Action rhymes, songs, interactive books and puppets are used well to support younger children's developing language skills. However, by only having written labels on resources in younger children's rooms, their ability to recognise what's in the storage containers and link words to pictures is limited. All children thoroughly enjoy a wide variety of activities in which they can express their creativity. They design their own collages using a wide range of materials and resources, play and make musical instruments, and act out familiar scenarios in the

role play area. A group of children thoroughly enjoying pretending to be cats, moving around the floor like cats and 'meowing' to each other. Younger children explore their senses by manipulating natural and man-made materials, and exploring different textures such as jelly cubes. Children gradually build their understanding of technology by using simple battery operated toys, phones and a laptop computer. Visits to places of interest such as, museums, farms and wildfowl parks, stimulate children's interest in the wider world and their own community. Staff sensitively promote children's understanding of diversity and respect for others through discussions about differences, using a wide selection of books, resources and activities, and by celebrating a range of different cultural festivals. However, there are fairly limited resources available to raise children's understanding of people with special educational needs and/or disabilities. Children who speak additional languages as well as English are encouraged to share their skill with others which helps them to develop a strong sense of identity and a feeling of being valued.

Children enjoy a variety of experiences that promote a healthy lifestyle. Good daily opportunities for physical play inside and outside help the children to enjoy exercise and develop new skills. They also benefit, and enjoy a weekly visit from a dance teacher. They enjoy healthy eating activities and growing their own vegetables for meals. Older children independently manage their own personal care very well; for example, they follow consistent daily routines for hand washing, take a rest and a drink when they want to, and clean their own teeth. Topics and activities about oral hygiene and healthy eating also contribute to children's understanding of how to maintain healthy bodies. In depth discussions with parents and comprehensive records ensure that babies and younger children are provided with meals and feeds according to parental wishes and reflect their individual feeding routines. Children are developing a good understanding of safety as they take part in fire drills, learn to cross roads safely, and help to pick up toys so as not to fall over them. Gentle reminders from staff help children to understand how to be safe when walking up and down the stairs, and how to sit on chairs properly so as not to fall off. Older children are learning about the danger of strangers and how to ring 999 in an emergency.

Staff are good role models and have created a caring and considerate ethos within the group. As a result, children behave very well and demonstrate kindness and concern for one another.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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

