

Aldersyde

Inspection report for early years provision

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Inspector

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Type of setting

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

Aldersyde Day Nursery Limited opened in 1991 and became a limited company in 2004. It operates from a detached Edwardian house, set in its own grounds in the town centre area of Hartlepool. The ground floor of the property caters for under threes, with three rooms for under twos and two rooms for two to three year olds. Four rooms on the first floor are used by the pre-school aged children. There are two large, fully enclosed gardens for outdoor play. The nursery is open each weekday from 8am to 6pm, excluding bank holidays and two weeks during the summer months.

The nursery is registered to care for a maximum of 75 children under five at any one time. There are currently 91 children, aged from five months to under five years on roll. The nursery supports children who speak English as an additional language.

There are 21 members of staff working directly with the children, 20 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. Two members of staff are working towards the Foundation Degree in Education and Care. A cook, domestic and housekeeper are also employed. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and welcoming environment, where children's welfare is effectively supported and promoted. Children thoroughly enjoy their time at the nursery and make good progress in learning and development. Staff recognise the uniqueness of each child and there are warm interactions between staff and children. A positive approach to inclusion ensures children's individual needs are identified and taken account of. A key strength of the nursery is the partnerships with parents. The key person system, the daily two way flow of information and the regular discussions about children's progress and development, ensures they are involved in their children's learning. Recent improvements to the outdoor area and prioritising plans for the future, demonstrate a capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the accessibility of resources for children in the rooms for one to two year olds
- further develop observations on children under two years, to ensure they are clearly linked to the areas of learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by staff, who have been through appropriate recruitment procedures. There is a clear induction process for staff and students. All staff are motivated and committed to ongoing professional development, through training to further promote positive outcomes for children. The strong management team have ensured that records required for the efficient implementation of the Early Years Foundation Stage are in place and clear written policies and procedures effectively ensure children's safety and welfare. Written risk assessments, daily safety checks and actions taken to manage or eliminate risks, enhances children's safety at all times. All staff have attended safeguarding children training and are fully aware of signs and symptoms of abuse. There are clear procedures in place for liaising with appropriate agencies, if they have concerns for a child's well-being. A copy of the Local Safeguarding Children Board's guidance is available for all staff.

The committed, well qualified managers promote good quality childcare and have a very clear vision of what they wish to achieve. The nursery's self-evaluation is ongoing and reflects staff's, children's and parents' thoughts. It records their strengths and areas for development. Since the last inspection, self-evaluations have resulted in numerous improvements to enhance children's care, learning and development. For example, the development of the outdoor area. Strong emphasis is placed on supporting staff and their personal development. They are well qualified and committed to extending their knowledge through training and attending workshops. Staff turnover is very low, ensuring continuity of care for the children who attend. Consequently, children benefit from a staff team who work well together. The excellent organisation and deployment of staff, ensures that children are kept safe and receive good interaction at all times.

The nursery is well organised and thoughtfully laid out, to reflect children's interests. A wide range of good quality and developmentally appropriate resources, enable children from an early age to make choices. Parents and carers are made to feel valued and they are encouraged to become involved in their children's learning, which has a positive impact on their welfare and development. Suggestions are welcomed and there is a frequent two-way flow of information between parents and staff, with regard to children's learning, development and welfare. Observations and assessments are shared with parents formally and parents are actively encouraged to share significant events at home. Information is sought prior to children attending, regarding children's starting points and routines. Parents and carers are provided with good quality information regarding policies and procedures. They speak very highly of the nursery, the approachable and friendly staff, secure and safe environment, and comment on how their children enjoy the varied activities.

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

Children are happy, confident and well behaved throughout the nursery. Staff help children to be active learners, creative and to think critically. They are eager to attend the nursery, where they feel very settled. They relish their time in a challenging environment, where staff always put them first. The warm and caring interaction of staff with children, ensures that children always receive a positive response and feel valued. A balance of planned adult-led and child-initiated activities, ensures that children are developmentally challenged. The enabling environment allows most children free access to all equipment and play provision, although this is limited in rooms for one to two year olds. Planning is flexible and incorporates children's individual learning needs and interests, differentiating between boys and girls. For example, using different methods to encourage girls to use the computer and involve boys in the role play area. Children's independence is promoted, as babies feed themselves and older children serve their meals and help to choose and prepare fruit at snack time. The environment is homely, children's art work is displayed and photographs of them partaking in activities promotes their sense of belonging. Staff are positive role models for behaviour. They encourage children to share, take turns and have respect for others. Effective and consistent use of praise and encouragement by staff promotes children's self-esteem.

Staff have worked hard to monitor children's progress and individual files are in place for all children. Good use is made of regular observations and assessments to track and evaluate children's learning and development. These are used effectively, to clearly identify individual children's next steps. However, these observations for babies are not always clearly linked to the six areas of learning. Children have good opportunities to develop their knowledge and understanding of the world. They celebrate many festivals, such as, saint days and Chinese moon festival. They grow carrots and potatoes in their vegetable patch and enjoy eating them. They squeal with delight, as they watch the squirrels climbing the trees. Children access programmable toys, such as, calculators, computers and digital cameras. Babies chuckle, as they press buttons to see flashing lights and hear various noises. Children enjoy making marks with pens, pencils and paintbrushes in the coloured sand. They listen attentively to stories and enjoy joining in the actions to the 'I don't like salad' story, pretending to cut the tomatoes like the chef in the book. Children are taught the benefits of being active and have daily opportunities to play outside in the recently refurbished garden, allowing them to climb, run, balance and recognise changes in their body.

Staff have created a safe and secure environment, where arrangements for safeguarding children are regularly reviewed. Risk assessments are carefully organised and well managed. This enables children to thrive, by benefiting from a well-organised and welcoming environment, in which they have ample space to explore and play. Staff's good knowledge and understanding of the welfare requirements are reflected in their practice, policies and procedures. This ensures that children are protected from harm and their welfare is safeguarded. Staff promote children's understanding of their own self-care and the importance of

good health, through good hygiene routines, frequent opportunities for fresh air and well balanced, freshly prepared meals. The staff give careful consideration to children's safety at all times.

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
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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

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