

Ashfield Nursery & ELC

Inspection report for early years provision

Unique reference number	EY217674
Inspection date	11/05/2010
Inspector	Lynne Pope
Setting address	259 Stanhope Road, SOUTH SHIELDS, Tyne and Wear, NE33 4RT
Telephone number	0191 4550777
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).

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

Ashfield Nursery and Early Learning Centre is one of three nurseries owned and run by a private company. It opened in 2002 and operates from three main rooms in purposefully converted premises in South Shields. The nursery is open Monday to Friday from 7am until 6pm for 52 weeks of the year. They are registered on the Early Years Register for a maximum of 70 children at any one time. There are currently 96 children from birth to five years on roll. The nursery employs 14 members of staff, all of whom hold an appropriate early years qualification. 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 nursery is open and accessible to all. The children make good progress as they take part in adult-led and child-led activities based on the Early Years Foundations Stage. They are cared for in a very safe and secure environment and all records are in place to meet requirements. The good partnership with parents and other professionals, ensures that staff communicates well, to put the children's needs first. Links with other Early Years Foundation Stage providers that children attend are being developed. The leadership and management have a strong capacity for sustained improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- develop the written complaint procedure further, so that it includes details of the procedures to be followed if a complaint is raised in writing (Safeguarding and promoting children's welfare) 26/05/2010

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

- consistently analyse observations and link them to the learning outcomes to help to plan what next for individuals.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of policies and procedures, which are implemented well. In particular, they have a clear understanding of the action to be taken to safeguard children from harm. A written complaint procedure explains what parents can do if they have a concern, however, it does not detail what action the nursery would take if the complaint was made in writing. This is a

breach of requirements. Effective recruitment procedures ensure that staff have appropriate qualifications to care for children. Their ongoing suitability and training needs are identified through supervisions and appraisals. In emergencies such as a member of staff being ill, suitable arrangements ensure that a replacement member of staff can be called in to cover at short notice. Each room carries out a risk assessment every six months to identify any possible hazards for children. A record is maintained and supported by daily checks. It is evident in the improvement made since the last inspection where all the actions and recommendations have been met that there is very strong commitment to self-evaluation of practice. Staff have been involved in self-evaluating their own practice which has helped towards the development of an action plan for the whole nursery. This helps staff to share in the vision for improvements. Management closely monitor the organisation of the nursery through monthly quality checks to ensure continuous improvement.

Resources are organised into areas of play for each age group, such as craft, construction and imaginative play. The children make their own choices as they develop their independence. Staff constantly check resources to ensure that they remain suitable for children's use. The focus for children's activities is based on their individual interests. Staff show a good awareness of what they would do if they were concerned about a child's development stating that they work closely with parents and other agencies that can help. Procedures have been put in place to share regular information with other provisions that children attend to provide continuity of care and learning.

Good relationships have been developed with parents. They are asked to complete an 'All about me' sheet when their child first starts so that staff can assess the children's starting points. Introductory visits are offered for new parents and children to ensure a smooth transition from home to nursery. Parents receive regular information, staff talk to them daily and a record sheet is completed for children aged under two years so that parents know about what their child has eaten, when they have slept and the activities they have been involved in. Parents are able to look at their child's learning journal at any time and have been encouraged to contribute towards it through writing small observations at home about their child's interests. This helps to give a full view of the children's development. Their opinion is sought about how the nursery is run through questionnaires and a suggestion and comments book in each room. Questionnaires are evaluated and any issues raised are addressed. The policies and procedures are available when their child first starts and any updates are shared through newsletters every two months. This ensures that they are kept fully informed about how the nursery is run.

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

The children make good progress in their learning and development due to the effective organisation of the provision and knowledge of staff. Staff discuss new children's needs at the initial settling in visit. They observe the child when they first start which enables them to plan effectively based on the child's needs. Written

plans cover activities both in and out of doors and cover what staff have observed children being interested in the preceding week. This ensures that they are age-appropriate and suitable to their ability level. Purposeful activities are spontaneously chosen by the children as well as being adult-led. This results in children developing into very independent thinkers. Observations are carried out frequently and noted. These are transferred to each child's individual learning journal and are supported by photographs of the children's activities. Occasionally the next step is noted to inform future planning, however, this is not consistently done or linked to the Early Years Foundation Stage. A summary of each child's development is recorded in their learning journal about every three months which clearly shows what progress they are making.

A good variety of clean and safe play equipment is well maintained. They enable children to explore, discover, use their imagination and learn social skills. The children show a sense of trust in the staff as they settle well into nursery. From an early age they become confident as they explore the nursery and gardens. Children under two understand and follow simple instructions from staff. As they get older their curiosity is stimulated and they approach visitors and ask questions such as what is their name and why have they come. The children learn about filling and emptying containers in the sand and water, they discuss the activity using positional language such as higher and lower. From an early age children begin to understand how simple information and communication technology equipment works. They learn that when they press a button it turns on. Later they learn to use a mouse or the interactive white board for computer programmes. Positive images are displayed around the provision in posters. Books are available in each playroom to further develop the children's understanding of inclusion and diversity. Different materials are provided to stimulate the children's senses, they swirl their hands in the shaving foam on the table or dip their hands in the corn flour and water. Models are built using junk materials and glue and children are able to describe what they are making, such as a rocket.

The children learn the benefits of being active through physical activity. Currently the nursery is developing ways for all children to access the outdoors when they like. Outside they learn control of their bodies from a young age. Children under two learn to negotiate the space outdoors, they walk over the bridge and come down the slide. Older children are very confident as they use the climbing frame and then come down the fireman's pole. Their curiosity is stimulated as they dig in the soil patch and decide that they need to add water to make it softer. A ramp is made using guttering and cardboard tubes and children experiment as they roll cars and balls down to see if it works. The children's health and well-being is promoted well. Cooked meals are freshly prepared on the premises, fruit bowls and cups are available in each room and children develop an awareness of when they are hungry and can help themselves. At lunch time children over the age of three years serve themselves which helps them to make their own choices and become very independent. The children are cared for in a safe environment. All visitors have to identify themselves and sign the visitors record. The children learn how to keep themselves safe through timely reminders from staff, for example, that they should not run indoors or walk around with the scissors. The calm consistent attitude of staff helps them to manage the children's behaviour effectively. The children develop a good awareness of the boundaries that are set.

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	3
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

