

# Siblings Private Day Nursery

Inspection report for early years provision

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**Unique reference number** EY341686  
**Inspection date** 05/01/2010  
**Inspector** Cathryn Parry

**Setting address** Siblings Nursery, Business & Innovation Centre, Wearfield,  
Sunderland Enterprise Park, Sunderland, Tyne and Wear,  
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**Telephone number** 0191 5166455  
**Email**  
**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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Siblings Private Day Nursery is owned and managed privately. It was registered in 2006 with the current owner and operates from purpose-built premises within the Business and Innovation Centre, situated in Sunderland, Tyne and Wear. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7am to 6pm for 52 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 38 children under eight years at any one time, all of whom may be in the early years age range. There are currently 70 children attending in this age group. The nursery also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are ten members of childcare staff, eight of whom hold appropriate early years qualifications. 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 satisfactory.

A warm and friendly welcome is offered to all children and their parents, with all staff demonstrating a positive attitude to providing an inclusive environment. The range of experiences provided ensures children have the opportunity to make progress. Systems for monitoring this progress are being developed. Most parts of the children's daily routine are appropriately organised. Systems to evaluate the provision are still being established. Staff attend training to ensure continuous improvement is maintained. The majority of the required documentation is in place.

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

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

- develop effective systems for recording each risk assessment undertaken, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 12/01/2010

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

- develop further the organisation of meal times to nurture children's social and self-help skills, including providing suitable equipment, such as plates at

- breakfast time and spoons for all younger or less able children.
- develop robust systems to engage in informed reflective practice
- develop further systems for monitoring children's progress.

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

Most staff have attended safeguarding training and demonstrate a good understanding of related issues. Consequently, children are well protected. Visual risk assessments take place on a daily basis. However, these are not all recorded, which results in them not being fully effective. This is a breach of the requirements. The recruitment procedure ensures suitably qualified, experienced and vetted staff are employed. This impacts positively on keeping children safe. The manager encourages the professional development of her team of staff by giving them opportunities to attend a range of training. The majority of resources are stored so that children can easily access them. This promotes free choice and independence.

Good relationships have been developed with parents. Staff speak to them on a daily basis regarding their children's time at nursery, as well as written diary sheets being completed for younger children. Six-monthly parents' evenings enable staff to give parents a more comprehensive picture of their children's progress. Consequently, parents can continue their children's learning at home through highlighted activities. They are encouraged to be involved in the nursery, which resulted in one grandma providing resources for children to enjoy a planting activity. There are currently no children attending who access care and education in more than one setting. However, the manager demonstrates a very good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence. Strong links with other professionals have been forged to ensure all specific requirements for children are well met.

Systems for evaluating the learning and development opportunities are in their infancy. Staff have some opportunities to be involved in this process. Feedback from parents is gained verbally and with written questionnaires. This gives the manager a wider view of the service provided. However, there is no clear evidence to show targets set and action taken. This results in the procedure not being fully effective. The recommendations raised at the previous inspection have been positively addressed. This has a positive impact on children's welfare and well-being.

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

The staff have attended training on the Early Years Foundation Stage and demonstrate a suitable understanding of how to implement it. Children are learning right from wrong and are starting to take responsibility for their own actions. They develop a reasonable awareness of diversity and an understanding of

the needs of others. This is through discussion, accessing a satisfactory selection of related resources and the celebration of a few festivals. A wide range of books is provided for children to enjoy independently and with others. Staff use some lovely facial expressions, tone and intonation when interacting with the babies, which encourages their communication skills. Children show an awareness of shape as they complete puzzles and participate in matching and sequencing games, which nurtures their problem solving and reasoning skills. They enjoy using their imaginations as they pretend to bathe the dolls in the bubbly water and make lollipops out of play-dough. A variety of creative activities, including painting, cutting and sticking, promote children's self-expression whilst having fun. Children have access to some interactive toys to adequately encourage the development of their information and communication technology skills. A new computer has been purchased to complement these, but is not yet in use. Staff plan activities around children's interests. Each child has an individual book with photographs and regular observations which are linked to the areas of learning. Some of these areas are covered much more comprehensively than others. Consequently, it is not easy to get a true picture of the progress made towards each of the early learning goals in order to monitor children's overall development.

Children are kept very secure through good procedures for entry to the building. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Large windows throughout the nursery enable children to benefit from natural light whilst playing indoors. The outdoor play area is currently being refurbished, which has restricted its use. However, children still have daily opportunities for large physical activities. Examples of this are where they negotiate the soft play resources, go for walks and enjoy action rhymes. Children are active or restful through choice and sleep in line with their individual needs and parents' wishes. The cook has developed a four week rolling menu to enable children to experience a range of meals. These include spaghetti Bolognese, sausage in Yorkshire pudding and cheese-topped fish pie. Children sit together for their meals. However, older and more able children are not given the opportunity to serve their own lunch, plates are not provided at breakfast time and appropriate cutlery, for example spoons, is not consistently offered to all children who need it. Consequently, the overall organisation of meal times does not effectively nurture children's social and self-help skills. Children are encouraged to be healthy as they learn how to wash their hands and are reminded to put their hands over their mouths when they cough. They do not attend if they are sick, which enables the staff to protect others from illness. Relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up to date. This positively safeguards children's well-being.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met