

Teesdale Childrens Day Nursery

Inspection report for early years provision

Unique reference number 305998
Inspection date 15/02/2010
Inspector Vivienne Dempsey

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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*.

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.

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

Teesdale Children's Day Nursery has been registered since November 1997. It is located in the riverside area of Teesdale Park, Stockton-on-Tees and serves the local and surrounding areas. The nursery operates from a purpose built unit with four activity rooms plus a secure outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered to care for 59 children. There are currently 83 children on roll, all children are in the early years age range. There are procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is accessed by a flight of steps.

The nursery opens five days a week all year round except for bank holidays. Sessions are from 7.45am to 6.15pm.

There are 10 full-time staff working with the children, including the manager and deputy manager plus three part-time members of staff and a nursery cook. One member of staff holds a Level 5 qualification and 10 members of staff hold a Level 3 qualification in childcare and two staff members have a Level 2 qualification. The nursery receives support from a teacher from the local Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a warm, welcoming and safe environment in which all children feel safe and secure. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the setting and make good progress in their learning and development. The staff have developed good relationships with parents and keep them well informed about their child's development and the day-to-day running of the setting. The manager leads a culture of reflective practice, where all staff work together to review the setting's strengths and areas for improvement and have a positive approach to continuous improvement for all children and their families.

What steps need to be taken to improve provision further?

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

- continue to develop links with other providers to ensure continuity and progression in children's learning and development
- develop further the outdoor environment to promote children's learning and development across all areas.

The effectiveness of leadership and management of the early years provision

Staff have attended safeguarding training, and have an up-to-date knowledge of the signs and symptoms of abuse and know who to contact with any concerns. This helps to protect children from abuse and keeps them safe. A good range of policies and procedures are in place for the safe and efficient management of the setting. Robust systems are in place to ensure the suitability and qualifications of all staff looking after the children. Risk assessments are in place for indoors, outdoors and for all outings, ensuring that children are safe and that furniture, equipment and toys are suitable and safe.

A wide range of information is collected from parents regarding children's care routines and previous learning. A key person system is in place and relationships with parents are well-established, ensuring each child's needs are met. Progress reports are shared with parents regularly, keeping them informed of their child's progress towards the early learning goals. Staff encourage parents to be involved in planning for children's next steps in their learning and development, which helps to link learning at the setting to learning at home. This helps to promote outcomes for all children. A wide range of opportunities are available to promote children's understanding of differences, for example, the resources available promote children's awareness of a diverse society and children enjoy celebrating a range of festivals which promotes their awareness of different cultures. Links with other agencies are good and staff have good systems in place to support children with special educational needs and/or disabilities. The special educational needs coordinator is clear about her role and they liaise closely with other professionals and parents to ensure continuity of care and learning. Links with other providers have been developed and to ensure children's care needs are met. However, systems to ensure ongoing progression and continuity of learning have not been fully developed, which does not fully promote outcomes for all children.

Resources are good and children are able to access these independently, giving them choices about what they do. The environment is safe and conducive to learning. The manager is committed to driving improvement and works closely with staff, local authority advisors and other settings to develop the service they provide. A varied range of monitoring systems are in place, which helps to drive improvement and tackle areas of weakness, which helps to promote outcomes for all children.

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

Children are happy and settled, and have developed good relationships with staff and peers. They are making good progress in their learning and development as staff have implemented good systems to ensure they make good progress towards the early learning goals. For example, staff have further developed their planning systems to plan for children's individual stage of learning. Observations are used to assess children's progress and to plan for the next steps in their learning. Children

are interested in their learning and play well on their own, with staff or peers. They are very well behaved and demonstrate a willingness to keep themselves and others safe through their good behaviour. For example, they pick toys up off the floor, 'so we don't fall over', demonstrating their awareness of safety.

Pre-school children eagerly use the self-registration system, excitedly finding their name to post in the 'post box'. This gives them the opportunity to recognise their name and that print carries a meaning, helping to develop their early literacy skills. Babies enjoy playing with the play foam, developing their awareness of different textures whilst supporting their early investigation skills. Toddlers enjoy exploring the properties of ice as they explore the frozen teething rings. They watch with amazement as the ice melts. Staff support children's learning well and talk to the children about the changes and what happens to the ice and children shriek with delight and shout for more. Children watch with great interest as the refuse service empty the large waste bins. They confidently talk about what is happening and what colour bins they have at home, this helps to develop children's awareness of the world around them. Children enjoy daily access to the outdoor area to help develop their physical skills. However, opportunities to explore the natural environment are limited, which does not fully promote children's learning across all areas of learning in an outdoor environment.

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. For example, children confidently clean their own teeth and wash their hands before meals. They have a good understanding of why they need to follow good hygiene procedures, 'we need to wash our hands to get the germs off'. Drinking water is freely available and children are able to access this independently, helping to keep children hydrated. Children move around safely within the setting and regularly take part in emergency evacuation drills, which develops their awareness of safe practices and dangers.

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

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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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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