

The Norton Nursery

Inspection report for early years provision

Unique reference number	EY173165
Inspection date	26/01/2010
Inspector	Nora Waugh

Setting address	In the grounds of Norton Secondary School, Berkshire Road, Stockton-on-Tees, Cleveland, TS20 2RD
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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).

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

The Norton Nursery has been registered since October 2003. It is privately owned. It operates in a separate building within the grounds of Norton Secondary School in Stockton-on-Tees. The nursery serves the local and surrounding areas. The nursery has the use of one large room and there is an enclosed outdoor play area. There are no issues which could hinder access. Care is provided for a maximum of 20 children aged from two to eight years. There are currently 49 children on roll, of whom, 22 are within the Early Years Foundation Stage. The nursery is open from Monday to Friday, 7.30am to 6pm, all year round excluding bank holidays. The setting supports children with special educational needs and/or disabilities and also those who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four permanent members of staff working within the setting, all of whom hold appropriate early years and childcare qualifications; three hold a level 3 qualification and one holds a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The Norton Nursery has a clear philosophy based on responding to the needs of the local community and succeeds in doing this. All children are welcomed, cared for and included in a range of activities although currently outdoor provision is more exciting than that indoors. Children are respected as individuals and play happily with each other and staff but there is a lack of adult-planned activities and support for language and personal skills is being developed. Practitioners are committed to continuing their professional development and improving their skills in delivering the Early Years Foundation Stage. Issues from the last inspection have been addressed.

What steps need to be taken to improve provision further?

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

- strengthen and develop a range of strategies to support children's language and personal skills
- ensure a good balance between child-selected and adult-planned activities.

The effectiveness of leadership and management of the early years provision

Good policies and procedures are in place to ensure that children are kept safe and secure. Safe recruitment systems are in place. The site is particularly secure with a high fence and intercom for entry. Effective management systems ensure that safeguarding, first aid, food hygiene and behaviour management training are kept

up to date. Risk assessments are carried out regularly. Children are encouraged to follow safe practices and even the youngest know what they need to do even if they are not always clear why.

Levels of staffing are high and there is comparatively little staff turnover. This contributes to the warm and friendly working relationships children benefit from. Expectations and routines are clear and this allows the day to run seamlessly. The key worker system is securely in place and contributes to children's needs being met. The indoor environment is well organised to meet differing demands in a comparatively small space but lacks the opportunities for creative thinking and problem solving seen in the outside area. Staff knowledge of the Early Years Foundation Stage is developing but the need for further professional development has been clearly identified. Self-evaluation processes involve everyone including the children and, although some of the judgements are generous, are thorough and informative. Priorities for future development have been clearly identified.

The nursery works well with the local primary school and has good relationships with parents. Parents are given good quality information to support them and encouraged to be involved in nursery but as yet they are not involved directly in their children's learning.

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

Observational assessment is in place and developing well. Staffing has been organised to support key workers in doing this. Observations give a detailed picture of children's achievements and the new tracking system the nursery is piloting shows exactly which developmental band of the practice guidance for the Early Years Foundation Stage each child is at in all areas of learning. Currently, planning for activity areas links to the Early Years Foundation Stage and is flexible enough to follow children's interests. Adult-led activities are planned to meet each individual child's needs, but this results in a lack of balance in the curriculum and some children do not make as much progress as they should. Children are involved in planning for the out of school club where the activities complement the school day.

Indoors children play alongside staff in their chosen activities. They are encouraged to take turns on the computer by using an egg timer and to write notes in the home area. When playing with bricks they are asked to make a high tower and then encouraged to photograph it. Relationships are friendly and these activities contribute to children's learning and the development of the skills they will need later in life. There are fewer opportunities for children to be creative, imaginative and to solve problems. Outside provision is significantly better and children who work out what they have to do to make balls roll out of a curved tube, or play in a tray of water to see how far along the path they could make footprints, learn and have fun.

The nursery is inclusive and welcoming to children with special educational needs and/or disabilities. Practitioners work hard developing children's speech and

language but currently their knowledge of how to do this is limited and therefore their practice is not as effective as it could be. There is a good range of resources to support children's awareness of diversity. Behaviour is managed well and is generally good. All aspects of safety and health are covered well. Children are encouraged to be independent and to help each other as illustrated when they were all given a task towards getting the table ready for lunch.

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?	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	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