

Childcare Wideopen

Inspection report for early years provision

Unique reference number	310205
Inspection date	01/07/2010
Inspector	Susan Rogers

Setting address	Taylor Avenue, Newcastle Upon Tyne, NE13 6NA
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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

Childcare Wideopen was registered in 1998 but has been open since 1991. It operates from four main rooms on the site of Greenfields Primary School, Wideopen, North Tyneside in a converted building. The setting serves the local and surrounding population. It is open five days a week all year round. Sessions are from 7.30am until 6pm. The setting is registered on the Early Years Register and on both parts of the Childcare Register. A maximum of 61 children may attend at any one time. There are currently 98 children aged from 10 months to four years on roll. Children attending the setting are mainly from families who are working or living in the area. Children attend for a variety of sessions throughout the week. The setting provides wrap around care for children who attend the local school nursery. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are 19 members of staff who care for the children. All staff have relevant childcare qualifications. Two members of staff have a relevant degree qualification, two members of staff have level 5 qualifications, and one member of staff has a level 4 qualification. Six members of staff are working towards a relevant degree qualification and one member of staff has a level 2 qualification. The setting is supported by the local authority. The setting is part of the North Tyneside Childcare Quality Improvement Network and works within the philosophy of the North Tyneside approach of learning through play.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's education needs are met to an exceptional level as they thrive in a nurturing and highly stimulating environment. Committed and enthusiastic practitioners are supported effectively by a dedicated management team who meet the needs of all children very well. The uniqueness of each and every child and their family is highly valued through the nursery promoting equality and inclusion across all aspects of the provision. The use of self-evaluation to incorporate the opinions of all stakeholders together with the commitment to build upon existing practice, means that there is an exceptional capacity to maintain continuous improvement. There are sensitive systems in place for working in partnership with parents, carers and support agencies to ensure the best outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop resources that encourage children to handle construction materials with increasing control.

The effectiveness of leadership and management of the early years provision

The safeguarding arrangements for children are exceptional as staff have an excellent understanding of their responsibilities. Thorough recruitment procedures include the successful induction of new staff. The manager actively supports her team through facilitating professional development opportunities. Robust procedures are regularly reviewed and reflect the needs of the children. Risk assessments are exceptionally thorough and ensure all risks to children are identified and minimised. The nursery is led and managed by a highly committed management team who strive to identify areas for improvement through the action plan and effective use of self-evaluation. Practitioners are extremely positive about the nursery and are skilled in providing individualised support for the children in their care. Consequently, outcomes in children's achievements and well-being are exceptional.

The free flow environment thoroughly supports children's learning as much consideration is given to the organisation of all rooms. Equipment and resources are of high quality and are highly suited to children's ages and needs. Creative use of the environment provides exciting experiences for children where they learn and explore. Children who have special educational needs and/or disabilities have exceptional support from staff who are skilled in meeting their needs. All children develop quickly in relation to their starting points.

Successful partnership working with other agencies is a particular strength of the setting. Clear channels of communication are well established with the setting actively sharing positive practice. Partnerships with parents and carers are extremely positive as staff take considerable steps in understanding and meeting the needs of children and their families.

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

All children are safe, settle well and enjoy wonderful learning experiences at the setting. They develop valuable skills for the future through a range of stimulating activities. They speak confidently discussing a favourite story and exploring further literacy ideas as they suggest a different conclusion. Younger children develop well as they experience numerous sensory play opportunities and explore treasure baskets full of sensory objects. The carefully planned environment provides a calm and homely environment. Children enjoy creating sensory play materials as they mix herbs with water to make 'potions' and enjoy the experiences of mark-making in their home made gloop. A positive social meal time is enjoyed by all as staff and children of all ages sit together and enjoy a home cooked meal. They learn about the benefits of healthy eating and the world around them through planting seeds, tending the plants and eating vegetables and fruit they have grown. Visits to the locality and walks in the semi-rural environment further enhance their understanding of other peoples' lives and the world around them.

Children negotiate with each other, discussing the size, shape and strength of the finished product as they create three dimensional models. Opportunities for children to build larger three dimensional models are currently limited. Children engage frequently in cooperative play, holding hands with each other as they spontaneously sing action songs. Extensive staff support is provided for children in all areas of learning and consistent reflection is used to plan extended play experiences. Children's records of achievement are used wisely to plan for their individual development. Older children contribute towards their assessment profiles by asking for work to be included. Through this, children are appreciating the steps they are taking in their development which promotes their self-esteem. Planning of the daily programme is flexible, responds to children's particular interests and is firmly based on what children can do and their next steps.

Children thoroughly enjoy a range of role play. For example, they use one area as a medical centre where they dress as doctors and nurses, mark make pretend prescriptions and bandage toys and each other. Learning outside is an exciting experience. Children have access to paint and mark-making materials and dress as superheroes and animals extending their creative abilities as they create imagined scenarios.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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