



Field House Nursery

Inspection report for early years provision

Unique Reference Number	310207
Inspection date	16 November 2005
Inspector	Cilla Burdis
Setting Address	Field House, Whitley Road, Benton, Newcastle upon Tyne, Tyne and Wear, NE12 8BP
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Registered person	Field House Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Field House Nursery opened in 1992. It operates from a converted house that is situated in a residential area of North Tyneside. A maximum of 119 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 92 children aged from 15 weeks to under 4 years on roll; of these,

13 children receive funding for nursery education. Children come from a wide area as most of the parents travel. The nursery supports children with special educational needs and those who speak English as an additional language.

The nursery employs 28 staff, plus a cook and cleaner. There are 23 members of staff, including the manager, who hold appropriate early years qualifications. There are three staff members who are working towards a qualification. In addition, there are four supply staff; three of whom hold early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean, warm and extremely welcoming with a good level of hygiene maintained throughout. The nursery works effectively in promoting a healthy lifestyle through the activities provided, care routines and the support of external agencies. Children thrive because staff follow highly effective procedures and practices which meet the children's physical, nutritional and health needs. Every year the nursery is involved in a health campaign which looks at healthy eating. Parental involvement in this campaign contributes significantly to children's understanding of a healthy lifestyle.

Children enjoy a wide range of activities that contribute to good health. All children have opportunities to participate in physical activities both indoors and outside, which are very effective in promoting and challenging their physical skills. Throughout the nursery, children are confident to try out new skills and set self-chosen challenges. The older children enjoy weekly Tumble Tots sessions, which provide further variety to their physical play. Children are very enthusiastic when participating in these sessions and are gaining good control of their bodies. All children move freely and confidently within designated areas of the nursery. They delight in the excellent range of activities, which they tackle enthusiastically.

There are comfortable areas, in all the nursery rooms, for children to rest or sleep. The individual sleep routines of babies are discussed fully with parents and each child's requirements are met. There are separate sleep rooms in the baby unit. When sleeping, the babies are closely monitored and regularly checked.

Children are provided with nutritious meals and snacks, which are freshly prepared. Fresh fruit is provided for the afternoon snack. The older children help themselves to easily accessible drinking water throughout the day. Measures are in place to ensure that staff and the cook are very clear and kept fully informed of children's dietary needs. All children are gaining independence in feeding and the older children are encouraged to serve themselves. Mealtimes are occasions where children sit together and socialise in accordance with their age and abilities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

There are effective systems in place to keep children safe in the setting. No person is allowed entry until management confirm their identity. Safety measures within the nursery provide an environment where children can move around freely and independently. The individual rooms are set out very well and in accordance with the children's needs. The children can easily access a wide range of good quality toys and resources. Children's independence is encouraged effectively in all areas of the nursery. Children with special needs and those learning English as an additional language, are safe and fully included because of the sensitive adult support and well planned adaptations to the resources and activities.

Children are developing an understanding and awareness of ways to keep themselves safe. They are enabled to experiment and challenge themselves within safe limits. This allows children to learn some sense of danger and develop an understanding of what they need to do to protect themselves. Staff's vigilance, with regard to keeping children safe, is good. They give clear explanations and reinforce good practice with regards to safety. Sensitive reminders are used to encourage children for example, to hold scissors and utensils correctly. Books and stories are a very good resource, which are used effectively to raise children's awareness of potential dangers.

Children are well protected from abuse and neglect. All staff have attended child protection training and show a good understanding of the procedures to follow should they have any concerns. They are fully aware of signs and symptoms to look out for. Child protection procedures however, do not include the action to be taken with regard to a member of staff's attendance at the nursery, if an allegation is made against them.

Helping children achieve well and enjoy what they do

The provision is good.

Children have an enjoyable and exciting time at the nursery. They achieve well because staff are very skilled and highly motivated to provide children with interesting and stimulating activities. Staff have a very good understanding of early years guidance, such as, Birth to three matters and the curriculum guidance for the Foundation stage. This enables them to provide quality experiences for the children in accordance with their age and stage of development.

The children are extremely enthusiastic and eager to learn. They are well supported by a dynamic staff group who know the children well and have developed very good relationships with the children. Children are involved in an excellent range of activities that support their learning and development, in accordance with their individual needs.

Staff in the baby unit are effectively incorporating the Birth to three matters framework into the planning of activities and the assessment of children's achievements. Developing babies' sense of security and trust is a high priority. Routine care procedures are made into valuable experiences for the children. Staff

ensure close interaction and eye contact to develop close bonds with the children and to establish the essential prerequisites to speech and conversation. The baby unit provides a safe, secure environment where babies establish good relationships and participate in an exciting and stimulating range of activities, so they can experiment and explore, using all their senses.

NURSERY EDUCATION

The quality of teaching and learning is very good. Children become engrossed and are stimulated by the extensive range of activities provided. They access an extremely good range of activities that support their all round development and provide very effective learning experiences. Children develop good levels of self-esteem, confidence and good dispositions towards learning. They listen with great interest to stories and enjoy participating in the story telling, by recounting what they know or have experienced themselves. Children enjoy creative activities and enjoy writing for different purposes. The older children are becoming increasingly skilled at writing their own names. The very good parental partnerships help staff to develop resources, labels and notices, which are produced in languages in addition to English. This helps children, whose first language is not English, to settle and relate effectively to staff. It is also a learning experience for all the children.

Children work well together and enjoy group games and activities. They play imaginatively using the props and resources available. The close partnership with the park warden provides children with an excellent range of opportunities to examine the environment, planting seeds and watching wildlife. Children's mathematical skills are developed through planned activities. Children are using mathematical language in play, referring to size, shape and number. Their physical skills are developed effectively in a fun way by participating in ball games, dance and exercise sessions.

When children enter the nursery, staff obtain detailed information about children's skills, needs and abilities. Staff build on this information effectively by the continual monitoring and assessment of children's development. As a result, the staff know the children extremely well which helps them plan activities in a way that provides sufficient support or challenge, to help children make progress. The activity plans however, are not always completed rigorously. Staff do not always document ways to differentiate activities in accordance with the development needs of each child. Due to the consistent staff group and because the staff know the children very well, this is not currently having an adverse affect on the children's learning and development.

Helping children make a positive contribution

The provision is good.

Children and parents are greeted and welcomed into the nursery by the staff. The nursery has very effective arrangements to care for children with special educational needs and children whose second language is English. The needs of all the children are met effectively. Children's care and development needs are clearly documented. Staff have good systems in place to ensure they understand the level of support and challenge each child requires, in order for them to continually make good progress. Children's behaviour is very good and children develop a clear understanding of the

ground rules of the setting. They are helped to develop an understanding of the needs and feelings of others, for example by learning to share, take turns and support each other with tasks. The staff are good role models to the children. They reinforce good behaviour by providing constructive praise and encouragement. Children's understanding of what is right and wrong is developed effectively through the clear and consistent boundaries set and the age appropriate methods used by the staff. Children are encouraged to take responsibility for their own behaviour and to develop a sense of respect for the environment and resources.

Children have extensive opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the nursery and outings to local places of interest. They gain a good sense of their local community with visits for example, to the local shops, post office, library and parks. The older children are involved in buying and paying for items in the shop and enjoy posting letters. An excellent partnership has been developed with the local park warden who organises very interesting activities for the children including, seed planting, a bat hunt and making bird feeders. Children's experiences are further developed by visitors to the nursery including the dental hygienist, Zoo Lab and the road safety officer. A meaningful range of resources and activities promote a positive view of the wider world. Resources and displays include languages in addition to English. This positive approach fosters children's spiritual, moral, social and cultural development well.

Partnerships with parents and carers are very good and contribute significantly to children's well-being within the nursery. Children benefit from the effective settling in procedure and the initial sharing of information regarding children's needs and abilities. Children's achievements and milestones are regularly shared with parents to ensure they know how their children are progressing and developing. Parents are encouraged to participate in activities and share any special skills they have with the children. The nursery has developed excellent channels of communication with parents and opportunities are provided for them to be involved at a level that is manageable for themselves. The nursery is currently participating in the shoe box appeal which has had an excellent response. Parents are also invited to participate in workshop sessions which is a valuable way of sharing good practice with parents and involving them in their children's learning. Sessions to date include Birth to three matters and Heuristic play.

Organisation

The organisation is outstanding.

Staff greatly enhance children's care by the extremely effective organisation of the nursery. The leadership and management of the nursery is exceptional and reflects a very strong commitment to the provision of very good nursery education.

The premises are very well organised. Indoor and outdoor space maximises play opportunities for children. All legally required documentation, which contributes to children's health, safety and wellbeing is in place and is regularly reviewed.

Children benefit from highly qualified and skilled staff who follow an effective and thorough induction procedure. Staff's knowledge and understanding of the nursery's

policies and procedures are closely monitored to ensure the consistent application by all staff. The manager has delegated responsibilities to some members of staff for example, multi-cultural events, activities and parental partnerships. This enables the staff to focus on the development of their specific area, which not only develops nursery practice, but provides staff with the opportunity to develop their own knowledge and skills. The manager and deputy meet regularly with staff to reflect on and monitor the quality of care and education they provide. The high quality of the provision means that the nursery meets the needs of the children extremely well.

Improvements since the last inspection

The previous care inspection raised recommendations to ensure an effective strategy is in place for the maintenance of first aid boxes; to extend the key worker system and to improve staff's knowledge of child protection procedures. In response to these recommendations, the manager has appointed a person to take responsibility for checking and replenishing all the first aid boxes. The key worker system has been extended and children have a named key worker who takes overall responsibility for monitoring and assessing their key group's development. All staff have a good understanding of child protection issues since their recent training and by their involvement in the review of the child protection procedures. As a result, children's care and wellbeing has greatly improved.

The previous nursery education inspection recommended that staff provide regular opportunities for children to combine, separate and compare objects. These mathematical concepts are included in the planning of activities to ensure children's knowledge and understanding are developed.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- include in the child protection statement, the action to be taken with regard to a staff member, in the event of an allegation being made against them.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure staff always review short-term plans and identify how experiences and activities can be adapted for individuals and groups of children.

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