



Childcare Wideopen

Inspection report for early years provision

Unique Reference Number	310205
Inspection date	17 May 2006
Inspector	Jim Bostock
Setting Address	Taylor Avenue, Newcastle Upon Tyne, NE13 6NA
Telephone number	0191 200 7905
E-mail	
Registered person	North Tyneside Social Services
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?

Childcare Wideopen was registered in 1998 but has been open since 1991. It operates from four main rooms in a converted building in Wideopen, North Tyneside. The nursery serves the local and surrounding population.

The nursery is open five days a week all year round. Sessions are from 07.30 until 18.00. There are currently 75 children aged from birth to under five years on the register, this includes nine funded three-year-olds and two funded four-year-olds.

Children attend for a variety of sessions throughout the week. The nursery provides a wrap-around-scheme for pre-school children who attend the local school nursery. The nursery supports children who have special needs and who speak English as an additional language.

There are 12 staff who work with the children, the majority of the staff are full time and most have early years qualifications. The setting receives support from an Early Years Advisor based in the local authority. The nursery is part of the North Tyneside Childcare scheme and works within the philosophy of the North Tyneside approach of learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow effective procedures and practices which meet children's physical, nutritional and health needs. Staff are very proactive in helping children gain an understanding of hygiene and a real desire to become increasingly independent in their personal care. For example, the children show an understanding of why they need to wash their hands before snack as they know that germs would make them ill. There are generally good routines for nappy changing in the under two section, however, these could be improved further.

Children develop and test their physical skills through stimulating daily indoor and outdoor experiences. Staff have an excellent understanding of each child's stage of development which means the youngest are confident to try out new skills. For example, the two-year-olds are thrilled as they successfully use wheeled toys with pedals. Older children develop a positive attitude towards physical exercise. They delight in the challenges of using the excellent range of equipment and being outdoors where they plant seeds and hunt for mini beasts as they learn about nature.

Children have access to drinking water throughout the sessions and the provision of snacks and meals is excellent. Children demonstrate excellent social skills as they sit together to eat fresh fruit, vegetables and a range of freshly cooked and attractively presented meals. The older children are able to talk knowledgeably about 'good' and 'bad' foods and high levels of parental involvement in healthy eating projects and dental care contributes significantly to children's understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use risk assessments to reduce potential hazards, although these could be developed further to include the outdoor area in particular. Staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits and how to help the children develop an understanding of keeping themselves safe. For example, they remain close to babies while they learn to balance and walk but

ensure they have opportunities to practice these skills safely. The group's emergency fire evacuation procedures are practiced regularly, and two-year-old children know that they are not supposed to stand on the furniture in case they fall.

Children use a good range of high quality toys and equipment that are appropriate to their age and stage of development. Those attending with special needs are safe and fully included because of the excellent sensitive adult support and well planned adaptations to resources and activities. Regular communication with parents contributes to children's safety.

Children are very well protected from possible abuse or neglect. Staff attend training in child protection and are fully aware of the types of abuse and the signs to look for. They have a good understanding of the policies and procedures to follow if they have any concerns and give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery and achieve well because staff are skilled and have a good understanding of the age and stage of development of the children who attend. All children arrive happy and keen to participate. Those who are new to the setting settle well because staff are sensitive towards their individual needs and the youngest children make good progress because they are well supported. Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self. Early communication skills are extremely well supported through high quality adult-child interactions. Children begin to make sense of the world and express their ideas as they join in with a diverse range of interesting activities and experiences. For example, babies and toddlers enjoy experimenting with handles and switches, which are set up on a board at their level and which help them develop dexterity. Staff use Birth to three matters very well to plan and provide activities which meet children's needs and use individual plans to assist children's progress.

Nursery Education

The quality of teaching and learning is good. Children make good progress because staff have a good knowledge of the Foundation Stage. Although there is some initial assessment, this could be more effective to find out about children's skills, interests and needs and build on this information to help them achieve as much as they can. Their good use of questioning challenges the children's thinking. The systems to observe, monitor and record children's achievements could be better used to help staff identify the next steps in their learning. They provide a very good range of interesting, well planned activities that cover all areas and have clear intended learning outcomes. Children have access to a wide range of well chosen resources to support their learning and staff give careful attention to adapting activities to enable those who have special needs to participate fully.

All children are eager to learn, self-assured in their play and confident to try new experiences. They listen intently to stories when they confidently join in and predict what might happen next. They demonstrate good language skills at discussion time.

For example, they confidently discuss the steps in making fruit smoothies. All children use marks readily to represent their ideas and older children are very adept at writing their own names. Excellent use of visual symbols enables children with special educational needs to participate fully in the activities and make very good progress. Children are very imaginative. They act out both real and imagined experiences, creatively using one object to represent another during role play. They create individual art work and use circle time to become butterflies, lions and giraffes as they mime.

Children work well together. They gain confidence in using number in their play as they sort 'compare bears' and jigsaw pieces by size and type and use counting confidently during number rhymes. Their understanding of the wider world develops through a wide range of experiences such as playing in the 'garden centre', talking about their homes, where they live and who lives with them. They celebrate festivals such as Chinese New Year, Diwali and Easter. They demonstrate good physical skills as they move confidently around the premises and skilfully use a range of large equipment. Their fine motor skills are developing well and they show good control as they use pencils, paint brushes and construction equipment effectively.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality and the family context for each child. Children with special needs receive excellent support from the caring and dedicated staff which means they are able to participate fully in the activities and make very good progress. Children's behaviour is excellent. Staff support the younger children in sharing and turn taking. They have high expectations and set consistent boundaries for the three to four-year-olds which helps them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is fostered as they respond to gentle reminders to take care of the resources and each other. Children readily help each other, for instance, with fastening buttons and joining in with tidy-up time. Meal times are extremely good times for children to sit and socialise and where children learn about manners. They also learn to be independent and responsible as they help serve the food and drinks.

An excellent partnership with parents contributes significantly to children's well-being in the pre-school. Parents views about their child's needs are actively sought before the child starts at the setting and on a regular basis throughout their time there. Staff ensure that all parents know how their child is progressing and developing. Children benefit greatly from the involvement of their parents in projects which contribute to their good health, development and learning.

The children have excellent opportunities to learn about their local community and the wider world through visitors to the group such as a dentist. Staff are very proactive in involving the pre-school in the life of the community. They consult parents about individual cultures and include these in the activities. Children with special needs are very well supported and achieve very well. This positive approach

fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The pre-school benefits from both the good organisation and leadership and management of nursery education. The premises are well organised with space laid out to maximise play opportunities for the children. Clear policies and procedures are in place which work well in practice and are consistently applied to ensure the service operates smoothly and efficiently. All legally required documentation which contributes to children's health, safety and well-being is in place and is stored securely to maintain confidentiality. Children are proud of their individual files and this excellent practice of the nursery helps them to have pride in their achievements. There is a lack of clarity, within the organisation, about the role of person responsible for the organisation meeting standards.

Staff are well led and work well together as a team. They are effectively deployed which ensures the children are well supported in their play and learning and they show a good commitment to developing their knowledge and improving their practice through training. Activities are on the whole well planned and presented. However, some aspects of the planning are not linked well to ensuring children are suitably challenged and parents could be more involved in the initial and ongoing assessments of children's progress.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the service was asked to improve the relaxation area for older children. They now have access to a comfortably furnished area. The service was also asked to add to displays showing positive images of difference. This has been achieved through books, toys and activities. Further recommendations included an uncollected child policy and ensuring that children are aware that drinking water is available at all times. Both of these recommendations have been met.

Complaints since the last inspection

There are no complaints to report. 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.

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 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):

- improve the existing good procedures for hygiene, particularly with regard to nappy changing
- develop the existing risk assessments further, particularly with regard to the use of the outdoor area
- improve knowledge and understanding of the requirements set out in regulations with regard to the responsible person

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):

- continue to develop the assessment and planning procedures to ensure differentiation within activities and sufficient challenge for all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk