



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508442

DfES Number: 519831

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Sandra Davies

SETTING DETAILS

Day Care Type Full Day Care
Setting Name TAD Centre Day Nursery
Setting Address The T A D Centre
Ormesby Road
Middlesbrough
Cleveland
TS3 7SF

REGISTERED PROVIDER DETAILS

Name Nunthorpe Nurseries 4033405

ORGANISATION DETAILS

Name Nunthorpe Nurseries
Address 2 The Crescent
Nunthorpe
Middlesbrough
Cleveland
TS7 0JP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

TAD Centre Day Nursery is part of the Nunthorpe Nurseries Group and has been registered since September 1994. It operates from the Training, Advice and Development (TAD) Centre, situated in a residential/commercial area of Berwick Hills, Middlesbrough. The nursery is self contained within the building, all childcare rooms being at ground floor level. Outdoor play is provided in three enclosed play areas, leading from the nursery.

The nursery is registered to care for 65 children under 8 years, who are separated by age into four groups. There are currently 42 children from 9 months to 5-and-a-half years on roll. This includes one funded three year old. Children attend for a variety of sessions. Some children are dropped off and collected from local schools. Care is currently provided Monday to Friday between the hours of 07:30 and 18:00.

Eleven staff work directly with the children. Two are part time. Nine staff hold a relevant qualification. The nursery receives support from the local authority.

How good is the Day Care?

TAD Centre Day Nursery provides a good standard of care in their welcoming premises. The nursery is at ground floor level and is bright and warm. Resources are easily accessible, encouraging children to develop their independence. A good range of toys and equipment are available to meet the developmental needs of the children. Resources are used effectively to promote learning in all areas, in a supportive environment. Children are able to spend time outdoors, in the enclosed outdoor play areas.

Staff take positive steps to ensure safety. Not all members of staff are clear about accident recording. The adult to child ratios exceed the minimum requirements, ensuring children are always well supported. There is a designated staff member with responsibility for child protection issues and staff are aware of the procedure should they have any concerns. Staff promote children's health effectively by

ensuring that good hand washing practices are in place. The system for recording the administration of medication is confusing. A varied diet which includes fresh fruit and vegetables is provided and children have frequent access to drinks.

Relationships between staff and children are warm and caring. Staff are enthusiastic and interact well with children. Effective use of praise and encouragement helps children feel good about themselves. Children's behaviour is well managed by staff.

Partnership with parents is good and feedback from parents confirms they are happy with the quality of care their children receive. All required documentation is in place and kept securely and confidentially.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure that a record of visitors would be kept, introduce a procedure to be followed in the event that a child is not collected and obtain written consent to seek emergency medical advice or treatment.

These actions have been completed.

What is being done well?

- A good range of activities are planned and provided to assist children's development in all areas of learning. Children are well stimulated and have developed close and caring relationships with staff.
- The attractive and informative displays and bright, airy rooms, help to create a stimulating and welcoming environment. The premises are clean and well maintained and space is organised well to meet the needs of the children.
- A good range of play equipment and resources are readily available, providing children with choice.
- Positive steps are taken to promote safety within the setting and on outings.
- Staff work well with parents, ensuring that the needs of the children are met. Feedback from parents confirms they are happy with the quality of care provided.

What needs to be improved?

- the method of recording medication administered
- staff's awareness of accident recording requirements.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure that a consistent recording system is in place for medication administered to children.
7	Ensure that all injuries and incidents where no wound is visible are recorded.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

TAD Centre Day Nursery provides a welcoming atmosphere where children settle well so that overall they make generally good progress towards the early learning goals. They make very good progress in knowledge and understanding of the world, creative development and personal, social and emotional development. In their communication, language and literacy, physical and mathematical development they make generally good progress.

The quality of teaching is generally good. Staff work well together as a team and plan an interesting programme of activities. Planning overall is good and the nursery room provides the children with a stimulating learning environment. They have access to a good range of quality resources. Staff have good relationships with the children and use effective questioning skills to develop children's learning. Comprehensive assessments are carried out at the beginning of the foundation stage. Staff regularly assess and record children's progress, however assessment is not used to inform future planning.

The leadership and management is generally good. Staff are clear of their roles and responsibilities and this results in the day to day running of the nursery working well. Staff have good access to further training and development and the manager is committed to the ongoing improvement of the care and education of the nursery. The monitoring of the nursery is not yet rigorous enough to show what improvements need to be made. This has resulted in a few minor gaps in the curriculum.

Partnership with parents is very good. Parents receive good quality information about the setting and the education provision. They are encouraged to contribute to the initial assessments and to develop their child's learning at home using the detailed information given. Parents are kept well informed about their child's progress towards the early learning goals through verbal communication and written development reports.

What is being done well?

- Children are making very good progress in their personal, social and emotional development. They are confident, motivated to learn and have good relationships with the staff and their peers.
- Children's creative skills are promoted effectively through a stimulating range of activities and resources.
- Staff make very good use of the environment to encourage children's learning. Resources are well laid out providing a stimulating, attractive learning environment.

- Staff use good questioning skills to develop children's learning.
- Parents are kept well informed of their child's progress, both verbally and through written developmental reports. They are given good quality information to use, to help their child learn at home.

What needs to be improved?

- the use of the assessment system to inform future planning
- the opportunities for children to use problem solving in everyday activities
- the opportunities given to children to distinguish one sound from another in everyday activities.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The management have introduced a number of measures to review the planning procedures and documents and to incorporate new thinking within the educational field into the programme, which was raised as a point for development in the previous inspection report.

Staff are given time for planning and have access to reading materials. They are encouraged to take part in training and to visit the other nurseries to develop new ideas. The manager has regular meetings with the managers of the other nurseries within the nursery group. However the comprehensive assessment system that is in place is not used in the planning procedure, resulting in some of the children's learning needs not being fully met.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn and are very confident to try out new ideas. They have good relationships with staff and with each other. Children are beginning to accept the needs of others and show care and concern for each other, They share and take turns with support. Children are developing good self care. They begin to dress and undress, for example when they put on their hats and coats. They manage their own personal hygiene well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently to staff and to each other. They respond well to simple instructions. Children handle books well and listen to stories with increasing attention, joining in with familiar phrases. They hold pencils correctly and are beginning to attempt writing for a purpose and to ascribe meanings to their marks. Every day activities are not extended to include hearing the initial sounds in words, to help children to distinguish one sound from another.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count reliably to ten and use number names accurately. Their understanding of shape space and measure is developing well, they use positional language confidently, for example, when placing their painting on top of the dryer. Children match shapes well and use shapes to make models and pictures confidently. They can accurately name some shapes, for example, triangle when using the musical instruments. Children do not use simple problem solving in everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity, observe and manipulate objects successfully and describe simple features, for example when describing the texture of the playdough. They use tools well and confidently use scissors to cut and construct with a purpose in mind. Children are developing an interest in information technology, they operate simple programmes on the computer with support. Children talk about events in their own lives with confidence.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a good sense of space, they negotiate pathways when running outside and show respect for each others space. They move freely, run and stop well. Children are beginning to show an awareness of healthy practices. They use one handed tools and equipment confidently. They hold pencils and paintbrushes correctly and manipulate objects with confidence. Children do not always receive sufficient opportunities to practise their balancing, climbing, pushing and pulling skills.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children know their colours and confidently mix them to make other colours. They experiment well with paint, applying it in different ways and are beginning to explore texture, showing an interest in what they see and feel. Children join in with familiar songs and use musical instruments competently to play simple rhythms. They use their imagination well during role play and introduce a simple story line into their play with confidence.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- use the assessment system to inform future planning so that children's learning needs are met across all areas of the curriculum
- ensure children receive sufficient opportunities to use problem solving in everyday activities
- develop the use of everyday activities to encourage children to distinguish one sound from another.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.