



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 319314

DfES Number: 519435

### INSPECTION DETAILS

Inspection Date 07/04/2003  
Inspector Name Julie Larner

### SETTING DETAILS

Setting Name The Jesmond Nursery  
Setting Address 8 Osborne Road  
Newcastle upon Tyne  
Tyne and Wear  
NE2 2AA

### REGISTERED PROVIDER DETAILS

Name Mrs Heather Shannon

### ORGANISATION DETAILS

Name  
Address

## 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

Jesmond Nursery operates from a large three story detached house in the Jesmond area of Newcastle. It takes children from 0 to 5 years from a wide geographical area. It is well organised having seven groups accommodating the differing age groups of children. The youngest children are based on the ground floor, the first floor accommodating the middle age range and the oldest age group on the second floor. The nursery is registered to provide 65 places and there are currently 84 children on the register, of which 27 are funded. There are 4 funded four year olds attending and 23 funded three year olds. The setting supports children with Special Educational Needs and children with English as an additional language. Support is provided by the use of an Inclusion worker from the EYCDP on a regular part time basis. The children also work with a dance teacher on an occasional basis. The nursery is open Monday to Friday, from 8.00am to 5.45pm. The nursery is overseen by the nursery principal, Heather Shannon; day to day responsibility of the nursery is passed to the Manager, Liz Cook. There are 29 full and part time members of staff employed; all staff have childcare qualifications, of these 2 are senior staff.

### How good is the Day Care?

The nursery provides good quality care for the children. A warm and welcoming environment is created for children and parents enabling children to build effective relationships with adults and parents to be fully informed and involved in their children's care. All the staff within the nursery are qualified and complete an induction to ensure that they understand the policies to which the nursery works. Staff are also expected to attend training courses which will benefit the care of the children. Children are involved in a range of activities appropriate to their needs and stage of development. They are interested in what is available and have good opportunities to interact on an individual basis with staff. Space is used effectively in most areas. Parents are given very good information about the nursery and their child's progress. All the relevant paperwork is in place in most areas and management of the nursery is effective.

**What has improved since the last inspection?**

At the last inspection actions were raised with regard to: drawing up risk assessments, identifying plants in the outdoor area, producing a procedure in the event of an allegation against a member of staff, ensuring all staff use protective clothing to prevent the spread of infection and to provide opportunities for children to develop and refine existing skills. Risk assessments are in place for outings but not for the premises; this was discussed and the nursery principal, Heather Shannon, has attended training for this area and felt that she needs more clarification of what is needed before this is put in place. Risk assessments for the rooms were seen but some were not dated, others found to be old; this issue was highlighted as a recommendation. Outdoor plants have been checked by the gardener and he has established that none are hazardous. A procedure for dealing with allegations against staff members is now in place. Protective clothing was discussed with staff and is now being used on all occasions needed. Opportunities for children to refine existing skills at mealtimes was discussed; it was stated that children are allowed to serve cold meals where this is appropriate but the nursery was not prepared to risk allowing the children to serve warm/hot foods.

**What is being done well?**

Information provided to parents both when they enquire about the nursery and during their child's time at nursery is very comprehensive, ensuring that they are fully informed about how the nursery runs and their child's care. Parents are informed and consulted, when appropriate, about issues that effect the care of their children in a variety of ways i.e. verbally, "My nursery day" sheet, newsletters, notice boards and parents evenings. (Standard 12) Children's work is displayed well, evidence that the children have used their own creative talents to produce this is clear. It provides a welcoming environment, contributes to the children's self esteem and allows children a sense of ownership of the nursery. (Standard 4) Management and staff showed a commitment to ensuring that children have the opportunity to be involved in all activities regardless of their patterns of attendance, so ensuring that all children are included and are provided the same opportunities within the nursery. (Standard 9) Ratios of staff to children exceeded the requirements in some areas of the nursery. This gave the opportunity for children to be given extra support in their play and to interact with staff more frequently on a one to one basis. (Standard 2) Expectations of continued staff training were good. Training in some areas are compulsory: First Aid, Food Hygiene, Lifting and Handling and Child Protection. This enables staff to develop their knowledge and can also have a significant impact upon children's care. (Standard 2)

**What needs to be improved?**

risk assessments were highlighted as an issue in the Transitional Inspection of the group. While progress has ben made and these are carried out for outings, risk assessments also need to include the premises and be reviewed and updated when necessary. (Standard 6) the designated use of the Ladybirds room. This room is the base for children from 16-21 months during their nursery day. In addition to this it is

used for a variety of purposes including for mealtimes for other groups and for creative/messy play. It was felt that due to the ages of the children in the group the room would benefit from a permanent comfortable area. Small cushions were available but it was stated that these are only used during story time. (Standard 4) - awareness of the need to inform Ofsted about communicable diseases (Standard 7)

<b>Outcome of the inspection</b>
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Good
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### WHAT NEEDS TO BE DONE NEXT?

<b>The Registered Person must take the following actions by the date shown</b>		
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Std	Action	Date
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
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Std	Recommendation
4	consider creating a permanent comfortable area in the Ladybirds room.
6	produce and review risk assessments for the premises.

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

### **How effective is the nursery education?**

Jesmond Nursery provides a stimulating environment in which children are making very good progress towards the early learning goals in all six areas of learning. High priority is given to the key areas of personal, social and emotional development, communication, language and literacy and mathematical development. Children also make very good progress in creative development, physical development and knowledge and understanding of the world. The quality of teaching is very good and staff use effective methods to ensure that the needs of all children are met. Maximum use is made of the accommodation and resources to provide appropriate learning opportunities for all children. Plans are detailed and show a well balanced programme, which is underpinned by the staff's knowledge and understanding of the early learning goals. Staff know the children very well and have detailed assessments in place which are then effectively used for future planning. Leadership and management is very good. The manager is committed to monitoring, development and improving practices. Staff are actively encouraged and supported to undertake further training. Through the effective communication process, staff are kept well informed of the groups aims and objectives. Partnership with parents is very good and is effective in helping children achieve successfully towards the early learning goals. Informative newsletters are produced monthly and a prospectus gives details of the education provision. Informal and formal discussion enables staff to talk to parents about achievement and progress and individual files are accessible. The learning objectives are clearly displayed in each room which ensures parents are kept well informed about what is happening each week.

### **What is being done well?**

Children are progressing well towards the early learning goals in all six areas of learning. Some children have already achieved some of the learning outcomes, especially in personal, social and emotional development. Relationships are excellent. Staff show a keen awareness of the needs of all children and develop a happy relaxed atmosphere. Children's individual learning rates are clearly monitored and catered for within the future planning of activities. Very good teaching and high expectations challenge the children well. Staff provide a wealth of imaginative and enjoyable activities to encourage the children's full involvement in positive learning experiences. Support for children with special educational needs is very good. This ensures all children are fully included and make appropriate progress. Children express themselves spontaneously through art, design and creative experiences.

### **What needs to be improved?**

opportunities for children to recognise and show respect for each child's home language. opportunities for children to be adventurous and try out new skills in balancing and climbing.

**What has improved since the last inspection?**

The nursery has made good progress since the last inspection and this has a positive impact on the children's progress. The purchase of a variety of books and resources has developed the children's knowledge and awareness of cultural diversity. Children undertake regular visits to museums and participate in the celebration of different religious and cultural festivals.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children make excellent progress in personal, social and emotional development. They are happy and clearly enjoy their time at the nursery. Children are eager to join in activities and quickly settle to task showing good skills of concentration. Relationships within the group are excellent and behaviour is very good. Children play amicably together, happily sharing and taking turns. Children's confidence is effectively promoted by staff using encouraging words and praise.</p>	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
<p>Children's progress in communication, language and literacy is very good. They use language confidently as they negotiate with each other. They listen attentively to instructions and each other. Children read simple words and some are able to recognise letters by their shape. Children attempt to write their names and explore writing further during role play. Children are developing skills in linking sounds and letters.</p>	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children's progress in mathematical development is very good. Children have scope to practise their ideas and learn new skills during their play. Most children count up to and beyond ten, and use a wide range of mathematical language to describe shape, size and position. Children add and subtract confidently using real objects. They have regular experience of practical mathematics in their daily routine.</p>	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
<p>Learning in knowledge and understanding of the world is very good. Children share past family events from their lives confidently during 'news time'. Children develop their understanding and awareness of their own environment through regular visits and outings, however this could be extended further to include children's home languages. Children use the computer very confidently, selecting the program and using the mouse independently.</p>	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Progress in physical development is very good. Children wheel apparatus skilfully and become well aware of their space in relation to others. They move confidently and imaginatively through planned dance sessions. Children develop very good small muscle control as they use a range of writing and drawing equipment, however, they have limited access to large equipment to further promote their skills in relation to climbing and balance.</p>	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children's progress in creative development is very good and they experience wealth of activities which encourage creatively, self-expression and imagination. Children work with other creative adults which further develops their creativity and individualism. They sing enthusiastically and know many songs from memory. Children make up and act out stories and scenarios in the imaginative play area. They demonstrate a good understanding of form, space and shape as they design models.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y



**OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

There are no significant weakness to report, but consideration should be given to improving the following: Provide opportunities for children to recognise and show respect for each child's home language. Extend opportunities for children to be adventurous and try out new skills in balance and climbing.

## **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.*