



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305998

DfES Number: 585443

### INSPECTION DETAILS

Inspection Date 09/09/2003  
Inspector Name Pauline Pinnegar

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Teesdale Childrens Day Nursery  
Setting Address Pearson House  
Pearson Way, Thornaby  
Stockton-on-Tees  
Cleveland  
TS17 6PS

### REGISTERED PROVIDER DETAILS

Name Nunthorpe Nurseries Group 4033405

### ORGANISATION DETAILS

Name Nunthorpe Nurseries Group  
Address Pearson House  
Pearson Way, Thornaby  
Stockton-on-Tees  
Cleveland  
TS17 6PS

## 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

Teesdale Children's Day Nursery has been registered since November 1997. It is located in the riverside area of Teesdale park, Stockton on Tees and serves the local and surrounding areas. The nursery operates from a purpose built unit with four activity rooms plus a secure outdoor play area.

There are currently 87 children on roll. This includes 10 funded three year olds and five funded four year olds. There are procedures in place to support children with special needs but currently there are no children attending with special needs. However there are four children attending who speak English as an additional language.

The nursery opens five days a week all year round except for bank holidays. Sessions are from 07:45 to 18:15.

There are 13 full time staff working with the children including the manager and deputy manager plus two part time members of staff. Twelve members of staff hold a level three qualification in childcare and two staff members have a level two qualification. The nursery receives support from a teacher from the Early Years and Childcare Partnership. ( EYDCP )

### How good is the Day Care?

Teesdale Children's Day Nursery provides good quality care for children. Management and staff work well together as team to provide a warm and welcoming atmosphere for children, their parents and carers. Clear policies and procedures which are understood by all staff ensure that children are cared for in a safe and stimulating environment. All staff have appropriate qualifications and are suitably experienced in childcare. There is a commitment by management to further development and monitoring the quality of the service.

Regular comprehensive risk assessments are undertaken to ensure children's safety both indoors and outdoors at all times. Staff promote the good health of the children

by taking positive steps to prevent the spread of infection. They raise children's awareness of good hygiene practices. Appropriate measures are taken if children become ill. Children are provided with varied and nutritious snacks and meals that are freshly prepared on the premises. However fresh drinking water should be made more accessible to older children which will also encourage their independence. Children's routines for hygiene, sleeping and feeding are respected. Staff have a good understanding of child protection issues.

A good range of play opportunities and activities are provided which promote children's global development. Resources are used effectively in most areas. However resources which reflect diversity should be more accessible for younger children and domestic style furniture should be available for children under two years. Staff meet children's individual needs through positive interactions that enhance self esteem. However procedures for caring for children who speak English as additional language need to be reviewed. Children are well behaved and staff value and encourage good behaviour.

Parents are welcomed and receive good information about the setting and are kept up to date with their child's development.

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

not applicable

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

- Good Relationships have been built between staff and children. Staff help all children develop confidence and self esteem by providing a warm, secure and stimulating environment.
- There are comprehensive policies and procedures in place to ensure children's safety at all times. Staff recognise that the safety of the children is paramount.
- Children's behaviour is managed well by staff throughout the nursery. Positive behaviour is encouraged and valued and children respond well to consistent handling.
- There is a good range of play materials available both outdoors and indoors, which is appropriate to the children's ages and stages of development.
- There is a strong emphasis on partnership with parents and carers. Parents are kept fully informed about their child's care, progress and development.
- Staff plan a range of interesting activities for children to promote all areas of their development.

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

- the equal opportunities policy to include procedures for caring for children who speak English as an additional language and also the accessibility of

resources which reflect diversity for younger children

- the accessibility of drinking water for pre school children to promote independence
- the provision of domestic style furniture in rooms for children under two years.

### **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
5	provide domestic style furniture in rooms where children under two years are cared for.
8	improve the provision for fresh drinking water by making it more accessible for pre school children.
9	review equal opportunities policy to include procedures for caring for children who speak English as an additional language and make resources which reflect diversity more accessible for children under three years.

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

### How effective is the nursery education?

Teesdale Childrens Day Nursery provides a warm welcoming atmosphere for children and parents. The children make very good progress towards the early learning goals. They make good progress in personal, social and emotional development, in communication, language and literacy, mathematical, physical and creative development and in knowledge and understanding of the world.

The quality of teaching is very good. Staff have a good understanding of the Foundation Stage and promote children's learning through planned experiences and activities that are challenging but achievable. They interact well with the children and encourage them to become independent in their play, learning and personal care. Staff are positive role models and have high expectations of children's behaviour, this has a positive impact on relationships in the group. Procedures are in place should a child with special needs attend the nursery.

Leadership and management is very good. Management have clear aims which are successfully reflected in practice. Staff are fully aware of their roles and responsibilities. They are encouraged to attend training to further their professional development. Effective systems are in place to monitor and evaluate nursery education. There is a strong commitment to improving care and education for all children.

Partnership with parents is very good. Good relationships have been developed. Parents receive good quality information about the setting and the learning activities provided and are encouraged to share what they know about their child. They are well informed about their children's attainment and progress.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested, and independent in their play and personal care. Their behaviour is good and relationships are very positive.
- Most children have a good understanding of the purpose of writing and use it regularly in their play. They handle pencils correctly and more able children form recognisable letters.
- Children show a great interest in numbers and counting and are developing a good understanding of positional language. They confidently solve simple mathematical problems.
- Partnership with parents is very good. Parents are kept very well informed, both verbally and in writing and are encouraged to be involved in the nursery.
- Strong leadership and management ensures very effective monitoring and assessment of teaching and learning.

**What needs to be improved?**

- There are no key issues but consideration should be given to the following:
- consider identifying intended learning for individual three and four year olds on written assessment records and reflect this in written plans;
- extend the opportunities for children to develop independence at snack times.

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

There were two key issues identified at the last inspection. These were to extend the programme for mathematics further by fully utilising the incidental opportunities which occur throughout the nursery to encourage the children to use positional language and to improve children's gross motor skills and climbing skills. Very good progress has been made in addressing both issues.

Children now learn positional language through everyday events such as lining up to go outside, to the bathroom and also through planned activities. They now have frequent access to outside climbing equipment, bikes, balancing equipment and slides and are taken on regular outings and to soft play areas.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Some three year olds and most four year olds have formed good relationships with adults and their peers. They are able to work as part of a group or class, and understand taking turns and sharing. Most children are able to select and use resources, and are skilful at managing their own personal hygiene. They behave well, and have a good awareness of behavioural expectations in the setting.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently initiate conversations, listen well and join in enthusiastically with stories and songs. Most understand the purpose of writing and use it regularly in their play. They handle pencils correctly and some four year olds and more able three year olds are able to form recognisable letters. Children link sounds to letters, some correctly name and sound letters of the alphabet. They know how to use books for enjoyment, handle them carefully, and with interest.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Four year olds and more able three year old children are developing mathematical ideas and confidently offer solutions to practical problems. They show great interest in numbers and counting and are developing a good understanding of positional language. Some three year old and most four year old children, confidently, and correctly use mathematical language when engaged in planned and everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enthusiastically explore and investigate a wide range of objects, materials, living creatures and the world in which they live. They are developing good designing and making skills and are able to build and construct with a purpose in mind using a variety of resources. Most four year olds and some three year olds are able to complete simple programmes on the computer and use correct language for technological equipment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to move with control and co-ordination. They are becoming skilful at balancing, climbing and negotiating space. They demonstrate increasing skill and control when using a range of small and large equipment. Children are beginning to show some understanding that good practices with regard to eating and hygiene can contribute to good health.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore a range of creative materials and experiment with colours and textures. They play enthusiastically in the role play area, and are beginning to use their imagination well. Children confidently join in songs and circle games from memory. They communicate ideas and thoughts well, using a range of resources and materials.

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



## **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 weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues but consideration should be given to the following:
- consider identifying intended learning for individual three and four year olds on written assessment records and reflect this in written plans;
- extend the opportunities for children to develop independence at snack times.

*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.*