



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY225329

DfES Number: 525067

INSPECTION DETAILS

Inspection Date 09/06/2003
Inspector Name Julie, Anne Swan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Shieldfield Nursery
Setting Address 8 Clarence Walk
Shieldfield
Newcastle upon Tyne
NE2 1AD

REGISTERED PROVIDER DETAILS

Name Shieldfield Nursery

ORGANISATION DETAILS

Name Shieldfield Nursery
Address 8 Clarence Walk
Sheildfield
Newcastle upon Tyne
NE2 1AD

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

Shieldfield Community Nursery has been registered with Ofsted since November 2001. It operates from a purpose-built unit consisting of three group rooms, a communal area, an office and staff room, kitchen and laundry facilities within a Health Service building. There is an enclosed outdoor play area next to the nursery with both grassed and hard surfaces and a range of outdoor apparatus for physical development. The nursery is situated close to the city centre of Newcastle upon Tyne and serves both the immediate area and the wider areas surrounding the city.

The nursery is registered for a maximum of 46 children and there are currently 52 on roll. This includes 15 funded three year olds and five funded four year olds. Children attend for a variety of sessions. The nursery supports children with special needs and children who speak English as an additional language.

The nursery is open five days a week for 51 weeks a year from 8.00am until 6.00pm each day.

There is a manager, a deputy and 12 nursery officers who work full/part time. All staff have early years qualifications and opportunities to attend further training. There are also four support staff consisting of a cook and three domestics. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

The teaching methods are based on learning through play and follow the curriculum guidance for the foundation stage and early learning goals.

How good is the Day Care?

The nursery provides a good standard of care. There is a very high level of qualified staff who have a good and balanced range of experience. They have an excellent understanding of policies and procedures which they implement well. The staff interact very well with children, are interested in what they say and recognise them as individuals. They offer praise and encouragement and set good role models. The

staff work very well as a team and leadership is good.

The environment is exceptionally warm and welcoming and high regard is given to ensuring the children's safety. There are well organised and consistent everyday routines for eating, resting, playing and going out, which help the children to feel secure and look forward to their day. The staff have a high level of awareness of all risks to children's health and safety. They take all reasonable steps to ensure that the physical environment is safe and secure. They implement child protection procedures which are robust, fully understood and work in practice.

The staff plan and provide a broad range of activities which develop children's knowledge and understanding; activities are presented in an interesting and thoughtful way. The children are interested and fully involved in activities, they are keen to communicate to their carers what they are doing and find things out for themselves. The children behave well and are happy and settled in the nursery environment.

The relationship between parents and staff is exceptional. Parents have strong partnership and trusting relations with staff. Parents are welcomed into the nursery and differing needs are taken into account, such as those linked to their culture, language and work patterns. They are listened to and are well informed about the provision and their children's progress through regular daily discussion, reviews and written information.

What has improved since the last inspection?

At registration the nursery was asked to provide evidence of staff clearances. This is now readily available.

What is being done well?

- The staff work very well as a team and leadership is good. An excellent recruitment procedure is in place and all staff hold at least a level three qualification. The staff are committed to improvement, reflect critically on what needs to be improved and plan ways to develop practice. (Standards 1 and 2)
- The nursery is exceptionally warm and welcoming to children, parents and visitors. Space and resources are used imaginatively to create a stimulating, orderly and supportive environment for the children. (Standards 4 and 5)
- Activities are well planned giving children broad opportunities for learning. Staff are interested in what children do, giving praise and encouragement for their achievement. (Standard 3)
- Partnership between parents and staff is exceptional. Staff value the views of parents and work with them to ensure that the needs of their child are fully met. The differing needs of parents are taken into account such as those linked to their culture, language and work patterns. (Standards 9 and 12)

An aspect of outstanding practice:

Provision for babies and children under two is exceptional. High staff:child ratios are maintained at all times for babies under one year. This enables staff to give excellent attention to meeting children's individual needs for eating and sleeping and for exchanging information with parents. They plan good activities to give babies and toddlers interesting sensory activities. (Standard 3)

What needs to be improved?

- the arrangements for more frequent fire drills (Standard 6);
- the arrangements for recording the monitoring of children when they are sleeping (Standard 6);
- the location of drinking water dispensers (Standard 7).

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
6	seek the advice of the Fire Safety Officer with regard to the regularity of fire evacuation drills.
6	maintain a sleep monitoring record as evidence that children are monitored whilst sleeping.
7	seek the advice of the Environmental Health Officer with regard to the location of water dispensers.

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

How effective is the nursery education?

Shieldfield Community Nursery provides a stimulating environment where children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional, mathematical and creative development. They also make very good progress in knowledge and understanding of the world.

The quality of teaching is generally good with some very good aspects. Staff work well together as a team and plan a range of stimulating and varied activities which enhance children's interest and involvement. Staff are resourceful and imaginative as they provide natural and found materials to encourage children's play and learning. Therefore, children learn about living things and their own local environment well, as they are involved in meaningful, active learning experiences. Planned story/singing time does not always hold the children's interest and there are some missed opportunities to link sounds with letters.

Children with special educational needs are well supported.

Overall, assessment of children's learning is generally good as new formats are in place. However, child observations from everyday play activities are not generally used to assist in the next stage of the child's individual learning process.

Leadership and management is very good. The manager is committed to the role and she has been in post for a number of years. Regular overall and individual room action plans are undertaken which ensures that the provision is effectively monitored and evaluated. Staff have increased their knowledge about the foundation stage as they attend ongoing training courses relating to this.

Partnership with parents is very good. Parents are well informed of their child's development and learning. They meet with staff regularly on a formal basis to review and discuss this. Parents are also encouraged to take their child's own 'Recording Positive Achievement' file home and are able to write in their own contributions.

What is being done well?

- Children's personal, social and emotional development is fostered appropriately. Children are settled, confident, helpful and have good relationships with staff and each other.
- The programme for mathematics is very good. Children are engaged in a variety of planned and daily activities which ensures that they learn about mathematical concepts well.
- The programme for knowledge and understanding of the world is a key strength of the educational provision. Children gain a good knowledge of

living things and their own environment by being involved in practical activities.

- Staff are imaginative; they regularly use natural and found materials to enhance children's play and learning.
- The nursery environment is child-friendly, welcoming and stimulating. The displays and children's art work are well done and enhance the overall appearance.

What needs to be improved?

- planned story/singing time so that children are given enough space, time and attention to maintain their interest;
- the linking of sounds with letters to extend children's understanding;
- the recording of children's comments and observations from their general play and learning activities, especially for the more able/older children.

What has improved since the last inspection?

The group has made very good improvement since the last inspection.

Children now have good opportunities to work in similar ability groups, on activities that challenge their knowledge and understanding.

Staff are clear about how to use assessment formats. They sometimes evaluate weekly activities and regularly document observations from planned activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle happily into the routine of the nursery. Most children are independent during meal times and when using the bathroom. They are co-operative, polite, confident and demonstrate care and concern for others. Children concentrate well on their chosen activity and have good relationships with each other and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children hold conversations well with each other and staff, they ask questions and recall events demonstrating good language for thinking. Children confidently recognise their written name and sometimes the names of others. They use a variety of media for writing and drawing during planned activities and are therefore learning their letters well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

By being involved in a variety of planned and self chosen activities children use numbers and counting generally throughout the day and therefore gain a good understanding of number concepts. Children learn about shapes effectively through taking part in enjoyable, meaningful activities that encourages their level of interest and concentration.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are gaining a good understanding about living things by being involved in a variety of well planned, interesting activities which help children to develop skills and knowledge as they explore and investigate. Children demonstrate interest in how things work and are learning what is needed to make things work. Children, including three year olds, are skillful in using computer equipment and confidently use this independently.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their overall physical skills well. Most children respond appropriately to instructions and music with good body control. Children are able to find their own space safely during planned activities and negotiate pathways when running and playing outside. Children use a variety of equipment confidently and safely.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use a variety of materials and mediums which enables them to learn about colour well. Children use their imaginations and senses confidently as they have easy access to a variety of equipment & materials that stimulate their imaginary games. They sing along and imitate actions well during musical movement activities.

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

- Improve the planned story/singing time sessions so that children are given enough space, time and attention to maintain their interest, enjoyment and to develop their listening skills.
- Increase the opportunities for children to link sounds with letters to extend their understanding.
- Expand the assessment recording to include children's comments and observations from their general play and learning activities, especially for the more able/older children. Staff should then use these to extend the child's individual learning.

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.