

Emerald Nursery and Children's Centre - Stanley

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Emerald Nursery and Children's Centre is one of four day care facilities and is privately owned. It has been registered since June 2010. The nursery is located within a converted property in the Stanley area of Durham. Children are cared for in age appropriate groups on two floors of the premises. Outdoor play is provided to the front and rear of the property and is used by all children. The setting is open each weekday from 7.30am to 6.00pm for 51 weeks of the year excluding public holidays. The nursery serves children from the local community.

The nursery is registered to care for a maximum of 49 children under eight years at any one time, all of whom may be in the early years age range. There are currently 40 children attending in this age group. The setting also offers care to children aged over five to 11 years, with 18 children currently on roll. This provision is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language.

The setting employs 17 members of staff, including the manager. Most staff members hold appropriate early years qualifications. The manager is working towards Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The very friendly and secure environment created by staff ensures that children are mostly safe, very settled and happy. Provision is inclusive and all children's welfare needs are extremely well met because staff contain information about their individual needs and develop very good partnerships with parents, carers and other agencies. The management and staff team support children's learning well, and as a result, children make good progress in their development. The management team have the capacity to self- evaluate the practice with children, and strives towards constant improvement for their benefit. They have identified the need to consolidate children's assessment records and improve the provision for outdoor environment.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- embed the systems for summative assessments in order to clearly track children's development over time
- develop the outdoor play environment to give children more opportunities to

- explore, use their senses and be physically active and exuberant
- ensure the storage of cleaning materials is secure.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding procedures and a detailed child protection policy is in place. This is effectively shared with parents so all adults have a comprehensive understanding of their collective roles and responsibilities. All staff attend child protection courses to keep their knowledge and skills updated. Robust vetting procedures ensure that all adults working with children are suitable to do so. Staff are mostly vigilant with regards to safety and security. The premises are checked visually on a daily basis and detailed records of risk assessments are maintained to identify and minimise the potential risks to children. However, although the storage of cleaning materials has been identified as a potential risk to children, a lock to the cupboard has not been installed. Detailed records and documentation is in place to ensure the safe and efficient management of the provision.

All children, parents and visitors to the nursery receive a very warm welcome. Staff have created the ethos of a very caring nursery with a very 'homely' family atmosphere. They work very well together as a team and benefit from the manager and the registered providers enthusiasm and commitment to provide good quality provision. Staff have opportunities to attend regular training and, as a result, children are cared for by adults with an up-to-date knowledge and understanding of the Early Years Foundation Stage. Regular meetings help staff to plan the education programme and individual learning plans for each child and to share good practice. A positive equality and diversity policy outlines a commitment to promoting inclusive practice. All staff demonstrate a commitment to working with external agencies to support the inclusion of children with additional needs and specific needs. Detailed systems for self-evaluation assist staff in identifying improvements they can make. Good awareness of the needs of the children and a shared vision for development of the setting enables continuous improvement in the quality of the provision. This self-reflective approach ensures children are happy and thrive in a stimulating well-planned environment. Quality resources are deployed to enable children to make progress in their learning and development.

The effective key worker system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Discussions with parents suggest that they highly value the care their children receive and are impressed with the progress that their children make. Parents feel involved in the nursery, and are able to share and contribute to their children's developmental records as they wish. Written 'joyful moments' are shared daily with parents and notice boards around the nursery display a wealth of useful information and children's work is attractively displayed.

The quality and standards of the early years provision and outcomes for children

The nursery provides a good start to children's learning and play experiences. The high priority placed on children's welfare and personal development means that they soon feel secure and settle in quickly. Staff work well together to plan stimulating activities which link across the six areas of learning, and have a clear understanding of the children's next steps in their development. As a result, they are flexible and build well on the children's interests. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownership to the child. This includes photographic evidence of their work and highlighted activities they have taken part in. Staff make accurate observations of children's achievements, so that activities are well matched to individual needs. Effective support is provided quickly, so that all children make good progress in all aspects of their learning and development. The nursery has recently introduced systems for tracking all children's progress in the form of summative assessments, but these are not clearly embedded as yet. The indoor play rooms are set out with a wide range of activities which means that children are busy throughout the day. However, the outdoor environment is less well planned to include opportunities for children to experience energetic play and to develop all their senses effectively outside.

Babies play with a quality range of toys and experiences that promote the development of their senses. They explore and investigate the treasure baskets with a range of natural and man made resources, for example, loofah's and shiny bracelets. They love to investigate with mirrors and explore silk neck ties and other tactile materials. Sleeping and changing routines for the babies are thorough, and carefully recorded. Cosy 'den's' and cushions have also been created within the environment for children to access freely. Staff ensure that the daily routine is planned according to their individual needs and at their own pace. As a result, babies are very happy and feel secure. Children are positively encouraged to learn about other cultures in an environment that depicts diversity and have access to a good range of resources that promote this. Children's creative development is given very good attention as they express their own ideas, use a variety of art equipment and take part in role-play which is imaginative and rich in learning opportunities. All children love to explore music and sounds as they access a range of musical instruments and sing their favourite action rhymes. Toddlers love to make marks in the sand and on the large chalk boards within the playroom. All children use a range of simple technology which helps them to develop skills for the future.

Positive steps are taken to promote children's good health and well-being, including minimising the risks of cross infection and by following sound procedures when children are ill. Most staff are trained in first aid and they know where to access the first aid box should an accident occur. Children enjoy regular outdoor play. They enjoy visits to the local park and walks in the local environment to collect leaves and observe the changing seasons. Children develop healthy eating habits because they are provided with a good variety of freshly prepared, well-balanced meals and snacks. Staff chat to the children about healthy eating,

actively encouraging them to try different food and to be independent. Children are learning well how to keep themselves safe, they are encouraged to take safe risk with close supervision of staff and take part in regular fire drill practises. Children's emotional well-being is extremely well nurtured. They learn to share and take turns and are considerate of each other as they build friendships with their peers, and share warm and caring relationships with staff. Children know what is expected of them because boundaries are consistently and sensitively applied, by caring and supportive staff.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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