

Killingworth Children's Centre Nursery

Inspection report for early years provision

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Inspector	Cathryn Parry

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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

Killingworth Children's Centre Nursery is one of several childcare provisions owned and managed by North Tyneside council. It was registered in 1993 and operates from purpose-built premises, situated in a residential area of Killingworth in North Tyneside. The premises are accessible to all. Children use enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6.00pm for 52 weeks of the year, excluding bank holidays and two staff training days.

The nursery is registered to care for a maximum of 60 children under eight years at any one time, all of whom may be in the early years age range. There are currently 96 children attending in this age group. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. Links have been made with the local school and partnership arrangements established with other early years settings.

There are 16 members of childcare staff, of whom 15 hold appropriate early years qualifications to at least NVQ Level 3. The manager holds an Early Years degree and there is a full time equivalent early years teacher in post. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and their parents are welcomed into a friendly and inclusive environment. Ample opportunities are made for children to make good progress. Systems for monitoring this progress are continually evolving. Some areas of the service offered are exceptional. Staff attend a range of training and strong links with early professionals from the local authority ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- improve systems further for monitoring children's progress including consistently identifying the next steps in their learning.

The effectiveness of leadership and management of the early years provision

All staff have attended safeguarding training and demonstrate a superb knowledge of associated issues. Consequently, children are thoroughly protected. Utmost

priority is put on keeping children safe with excellent risk assessments taking place within the nursery and for any outings undertaken. This results in the chance of accidental injury being significantly reduced. A robust recruitment procedure is implemented to ensure staff are meticulously vetted to safeguard children. The manager puts a high emphasis on the professional development of her highly valued team of staff. A wealth of attractively displayed resources and activities inspire children to learn through their play whilst having fun.

Exceptional relationships have been made with parents. The manager and her team go over and above what is expected to support them. They are clearly approachable and confidently inform the parents of the activities their children have enjoyed. Staff are proactive in encouraging parents to be involved in their children's learning. This includes inviting parents into the setting to share their experiences, cultures and expertise with the children. Some children attend a local school as well as the nursery. Partnerships with other practitioners within this school are extremely good. The manager and her team are endeavouring to ensure these strong links are mirrored in all establishments where children receive care and education in more than one setting. This impacts positively on staff being able to complement activities provided and ensure continuity of care. Effective relationships have been developed with other professionals, such as physiotherapists, to ensure children's specific needs are met well.

The manager and her staff clearly evaluate the learning and development opportunities they provide. They gain feedback from parents in a variety of ways, including questionnaires, to broaden the view of the service they offer. This enables them to review and improve their already good practice. All the recommendations from the previous inspection have been positively addressed. This has a positive impact on the high quality of the provision.

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

All staff have attended training on the Early Years Foundation Stage and implement it well. Children benefit from a flexible routine including a very good balance of child-centred and adult-led activities. They behave well and are beginning to understand the consequences of unacceptable words and actions to others. Good strategies for managing behaviour are implemented, which are appropriate to the children's ages and stages of development. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promotes a positive outlook of the wider world. Children use information and communication technology to support their learning, for example, as they access a computer to complete a range of learning games. Their communication skills are fostered well through various activities including songs, rhymes and signing. This results in good interaction between themselves and staff. A variety of sequencing and matching games nurture children's problem solving skills. A range of creative activities promote children's self-expression and gives them opportunities to explore their senses. For example, they feel, taste and smell the cold instant dessert mixture.

Each child has a key worker who knows them well. Long and medium term planning is in place, which is adapted on a daily basis to follow children's interests. Learning journeys for each child have been developed which contain observations and photographs linked to the areas of learning. They do not consistently identify the next steps in children's learning. This has a slightly negative impact on informing future planning.

Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. Staff are deployed extremely well to ensure children experience exceedingly good levels of supervision. A comprehensive range of safety equipment is in place to ensure hazards are unmistakably reduced. Children's knowledge about personal safety is actively encouraged by gentle reminders from staff to pick up the toys so they do not trip, visits from the crossing patrol officer and regular fire drill practises. This positively contributes to children developing a sense of danger and how to keep themselves safe. All children are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. These include participating in dance experiences led by a professional dancer, negotiating age-appropriate climbing equipment, and exploring the large pirate ship outside. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they know they must wash their hands before eating and have had visits from a dental hygienist. They do not attend if they are unwell, which enables the staff to protect others from illness. All documentation with regard to health, including consent forms, is in place. These clearly have a positive impact on meeting children's individual needs and respecting parents wishes.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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	1
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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