

Martonside Childrens Day Nursery

Inspection report for early years provision

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Inspector Lindsey Pollock

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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

Martonside Day Nursery opened in April 2004 and is one of nine settings run by Nunthorpe Nurseries. It operates from four rooms and has outdoor play areas for children's use. It is situated adjacent to the Martonside Children's Centre and across the road from the James Cook hospital in Middlesbrough. The nursery is open Monday to Friday from 7.30am until 6.15pm for 52 weeks of the year. It is registered by Ofsted on the Early Years Register, and the compulsory part of the Childcare Register for a maximum of 85 children at any one time with no more than 32 children aged less than two years. There are currently 81 children aged from six months to eight years on roll, some in part-time places. The setting is able to support children with learning difficulties and/or disabilities and children who have English as an additional language. The nursery employs 12 staff who all hold an early years qualification. The provision is registered to accept government funding for three and four-year-olds and for the 'free for twos' funding. It receives support from the Middlesbrough Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Martonside Day Nursery provides a caring, safe and stimulating environment for all children who use it. Staff relationships with parents and children are good and there is a cheerful and welcoming atmosphere throughout. Partnerships with other providers of the Early Years Foundation Stage are less well developed. Good steps are taken to safeguard children. Regular self-evaluation by the provider and staff team ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- further develop the use of summative assessments for children under three years so their progress can be continually tracked and this information used to inform planning
- work more closely with schools and other nurseries to ensure children's needs are met and there is continuity in their learning
- where possible link the indoor and outdoor environments so that children can move freely between them

The effectiveness of leadership and management of the early years provision

All staff fully recognise their responsibilities for protecting children. There are clear written policies in place to guide them in safeguarding issues including the steps to

take should they be concerned about a colleague's behaviour. Security at the nursery is good and is underpinned by effective risk assessments that minimise risks to all attending the provision. Additional risk assessments are also undertaken for each type of outing to ensure children's safety when they are out of the building, for example, as they travel in cars and on buses. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Communication is good between staff and management. They liaise daily and also meet at scheduled intervals to share information, share good practice, and review performance. A staff celebration book is maintained to recognise individual achievement. This helps to create a harmonious, productive, working atmosphere.

The nursery is warm and well maintained and parents speak of the welcoming and friendly staff who care for their children. Practitioners have an increasing understanding of the needs of children who are learning English as an additional language and children who have learning difficulties. They ensure that their needs are taken into consideration when planning activities and work closely with other professionals, where appropriate, to support these children. Consequently these children engage fully and enjoy every minute of the nursery session. Rooms are well resourced and each has adequate changing and toilet facilities. Suitable arrangements are made for sleeping arrangements with each child having their own cot or little bed if required. Toys are stored at low level so that children can access them easily, so promoting their independence and encouraging them to make choices. The pre-school room is particularly well resourced and well laid out, providing a rich learning environment for children. Good systems are in place for evaluation. Parents communicate their views about the services offered by the nursery through questionnaires and direct contact. Their responses are considered and changes can occur as a result. For example, parents requested more information on the Early Years Foundation Stage so staff displayed additional information on noticeboards and made leaflets available to raise parent's awareness. The Ofsted self-evaluation form is also used as the basis of ongoing internal review, but does not always clearly show the impact that the provision is having on outcomes for children. Recommendations made at the last inspection have been addressed.

Comments such as 'my child is always happy to come here and often doesn't want to return home' and 'staff are very helpful and understanding' typify those expressed by parents and carers during the inspection. At the start of the placement they are asked for information to help their child settle quickly, such as likes, dislikes, cultural requirements and care needs and also information to help staff establish starting points in their learning. Their written permission is sought where appropriate, to help safeguard their children and they are made aware of the settings policies and procedures. Effective working relationships with external agencies such as health care workers ensure each child gets all the support needed. Despite some efforts by staff to share relevant information with other providers of the Early Years Foundation Stage, for example nurseries and schools, effective systems have yet to be established to ensure continuity and progression in children's learning.

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

Most staff have a comprehensive knowledge of the Early Years Foundation Stage and plan a good range of interesting and exciting activities to capture children's interest and support and extend their learning. Children's individual interests are taken into account, such as, one child's particular interest in trains. Staff also quickly adapt activities in response to what children say and do, for example, when, during role play, a child tells a member of staff that if there is a fire you have to dial 999, she reads the group a story about the emergency services to consolidate and build on this knowledge. Staff observe children in their play then analyse this information and use what they have found out to plan the next steps in their learning. Summative assessments are also in place to track children's progress. However, these are not completed frequently enough for children under three years of age to be sufficiently effective in informing planning.

Children come happily into the setting and have developed obvious bonds with their key workers and the other staff who care for them. This helps children to feel secure and learn in a happy environment. As they get older they enjoy each other's company and chat happily as they play and work together, for example, as they complete jigsaws or build cars in the block area. All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. They willingly help with tasks such as tidying up and setting the table for lunch and sit quietly when appropriate, such as, story time. They care for each other; for example, pouring drinks for their younger friends and putting each others hood up on their jackets. They also learn about the importance of caring for animals as they take turns to care for Freddy the hamster in their own homes. Children's communication, including those children who have English as an additional language is developing well. Younger children confidently make their needs and wishes known and as they develop are becoming increasingly articulate. They also learn signing as a different method of communication and are beginning to learn Spanish. Number lines, shape and alphabet displays and signs around the setting, promote literacy and numeracy skills. Rainbow days when children wear a particular colour helps with their recognition of different colours. Older children confidently use numbers and mathematical language throughout play and day to day routines. For example, they count how many cones they can fit on the spoon and about the shapes of the salt dough decorations they are making in preparation for Christmas. Even the youngest children are becoming independent, making choices about what they want to play with, and as they get older, managing their own personal needs. The children participate in many activities, and have access to resources which help them begin to explore and question differences in backgrounds, ethnicity, religion, culture, and the world in which they live. They go out of the nursery frequently, for example, trips to parks, farms, nature areas or just a stroll in the local area. This widens their knowledge of local and wider communities.

Wet weather clothing allows children to benefit from fresh air all year round and they thoroughly enjoy splashing in puddles. However, despite some rooms having direct access to the outdoor area, opportunities are missed for staff to link the

indoor and outdoor environments so that children can move freely between them. Effective procedures are in place for nappy changing and the cleaning of resources which helps to prevent the spread of infection. Food is healthy and nutritious and is freshly cooked on the premises. Some activities such as making fresh fruit salad helps to raise children's awareness of what foods are good for them. They also grow their own vegetables, most recently carrots and spinach which they enjoy eating. Good provision is made to raise children's awareness of how to keep themselves safe. The 'Hoof and Safety' pack is used to teach children in an enjoyable way about safety issues whilst travelling in cars and in the home. Consequently children are more aware of the importance of using seat belts and of what might burn or scald them.

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	3
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

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