

Horsley Hill Children's Centre

Inspection report for early years provision

Unique reference number EY341873
Inspection date 31/01/2011
Inspector Janet Fairhurst

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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

Horsley Hill Children's Centre was registered in 2006. The nursery is housed in a new purpose built building which is situated within Seaview Primary School. Children have access to outdoor play areas. The school governing body has a service level agreement with the local authority, and oversees the operations of the centre. The centre comprises a day nursery, which is open each weekday for 50 weeks of the year from 8am to 6pm; a creche to support parents and carers attending the centre and a variety of courses and drop-in support groups for parents, carers and their families.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 76 children under the age of eight years. There are currently 64 children on roll. The nursery supports children with special educational needs and disabilities.

There are 10 members of staff, all of whom have early years qualifications to National Vocational Qualification Level 3. One member of staff has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a fully inclusive and welcoming environment where the staff team recognise, support and value each child as an individual. Children benefit from the good knowledge and understanding the staff have of the Early Years Foundation Stage. Routines and activities are successfully organised, with a good focus on building on children's interests and individual needs. Partnerships with parents and the host school are good and information is shared effectively. In the main potential risks are identified. Regular self-evaluation ensures that the nursery has a good capacity to maintain continuous improvement and that priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- improve children's safety further by ensuring that all blind cords are out of reach of children
- continue to develop systems to ensure that parents' home observation can be used to contribute to their children's assessment records.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding, with clear policies and procedures which are understood by staff. Designated staff fully understand their responsibility to protect children. Vetting procedures ensure that all staff working with children are suitable to do so. The management place a high value on the professional development of all staff and individual training needs are effectively identified through induction, mentoring and appraisals. This results in a well-informed and motivated staff team who understand their roles and responsibilities and successfully create an environment which supports good learning opportunities for both the staff and the children. Effective procedures are in place to ensure that children receive appropriate care in the event of an accident or if they need medication. For example, staff are familiar with emergency procedures and all staff in the nursery hold first aid certificates. Accident records are thorough, and children are further protected because the records are monitored to see if patterns are evolving. The environment, both indoors and outside, in the main is kept safe due to thorough risk assessments that ensure potential hazards to children are minimised. However, staff do not consistently ensure that blind cords are out of reach of children.

Children are able to play comfortably in a stimulating and very welcoming environment, which has good facilities and plenty of space for their needs. All rooms have colourful displays, attractive resources and suitable furnishings. Children are able to play with a wide range of equipment, which they can access freely and safely as they are stored in low-level units and baskets. Partnerships with parents are good. Staff ensure that children's welfare and learning needs are met as they gather valuable information from parents about each child. For instance, they complete 'All about Me' booklets at the beginning of the placement which include information about sleep, routines, allergies and favourite toys. Parents have access to the group's policies, procedures and a welcome pack which informs them of many aspects of the setting. Information about events and activities are communicated through regular discussion, notice board, newsletters and daily diary sheets. Written comments from parents are positive and complimentary. Comments, such as, staff are approachable, they provide good quality and high standard day care, they provide a caring, homely environment, which help to reinforce their satisfaction with the group.

Children with special educational needs and disabilities make good progress because of the well tailored support and the provision of activities that is suited to their specific needs. The transition into formal education is seamless as a result of the very good arrangements and close liaison between the nursery and the host school. Strong focus is put on continuous improvement and self-evaluation within the nursery. The manager demonstrates high expectations for her staff team, she supports them to continually develop their knowledge and skills both through training opportunities and regular appraisals.

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

Children are happy, confident and engaged in play throughout the session developing close relationships with staff. All staff are familiar with the Early Years Foundation Stage framework, effectively incorporating this into the daily routine. Flexible planning takes account of the children's personal interests and specific developmental needs. Staff constantly reflect on and evaluate the plans and activities offered to ensure suitable changes are made when required. All areas are covered equally and there is a good balance of adult-led and free choice activities each day. Staff make regular observations, which are used effectively to identify individual learning and developmental needs. Well organised learning journeys, including children's photographs and artwork, enable parents to see how well their child is progressing during their time in the group. However, although parental observations from home are shared with staff, the information is not yet used to contribute to their assessment process.

Children have equal access to resources and activities as staff have a very inclusive and welcoming approach. Staff know all children's routines well, such as their sleeping routines, favourite activities and are therefore able to meet their individual needs effectively. Young babies are extremely happy and content. It is evident that they have established secure and trusting relationships with staff. They confidently explore a range of natural materials in their designated room. The atmosphere is very relaxed and babies demonstrate their natural curiosity and their eagerness as they independently move around and explore the resources which are fully accessible to them. For example, they thoroughly enjoy pulling the bubble wrap out of the boxes and try hard to pop the bubbles. Two children begin to pull at scarves which they put over their heads to play peek-a-boo. Staff pick up on their interest and provide additional pieces of voile so all children can join in the fun resulting in lots of giggles and laughter.

Staff support children's play and weave in teaching about each of the areas of learning. Circle and group times are well used to give children opportunities to take an active part when responding to the questions that staff ask about the Chinese New Year celebrations. Here they talk about the colours of the dragon and practice their skills at using the chopsticks. The home area is turned into a Chinese restaurant with menus that depict both Chinese and English writing. Children develop confidence and understanding in numeracy with mathematical concepts reinforced through many activities which involve numbers, shapes, patterns and problem solving; for example, weights and water, construction and balance and various number songs. Children have access to a good range of resources that promote positive images and develop their knowledge and understanding of the world and technology such as the computer, programmable and interactive toys. Children behave well and consistent praise and encouragement ensure that they develop high levels of self-esteem. Opportunities to be outside in the fresh air developing physical skills, knowledge and understanding of the natural world around them, are built into each session. For example, children became engrossed in the worm they have found in the garden. The presence of the worm prompted many questions, for example, how it felt as they touched it gently, where it lives

and the shape it had made with its body.

Children's welfare is promoted through many positive practices within their daily routines. They enjoy healthy eating and nutritious freshly cooked meals and menus are displayed and shared with parents. Meal times are sociable occasions with staff and children interacting together. All children have opportunities to enjoy fresh air and exercise in extensive and well-equipped outdoor areas on a daily basis and in most weathers. Good procedures are in place to prevent the spread of infection. For instance, children are excluded if they are ill and nappy changing procedures are good. Children's risk of injury is minimised as staff take suitable precautions to prevent accidents. For example staff discuss safety rules, such as, not running indoors, the importance of keeping their environment clear to prevent tripping and road safety. Children regularly practice fire drills with staff, who evaluate the effectiveness of these so that everyone is able to evacuate safely. As a result children are beginning to learn about keeping themselves safe.

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

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