

Tynemouth Nursery

Inspection report for early years provision

Unique reference number	310214
Inspection date	28/01/2011
Inspector	Jacqui West

Setting address	2 Preston Avenue, North Shields, Tyne and Wear, NE30 2BS
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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

Tynemouth Nursery is one of five nurseries and two out of school clubs run by Tynemouth Nursery Group Limited. It opened in 1999 and operates from purposefully converted residential premises. It is situated in the residential area of North Shields in Tyne and Wear.

The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, except for public holidays. All children share access to an enclosed outdoor play area. They are registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Registers. They may care for a maximum of 67 children of whom no more than 67 may be in the early years age range. There are currently 97 children on roll in the early years age range. Some children attend on a part-time basis.

The setting employs 18 staff, 14 of the staff hold an early years qualification of a level three and above. Three staff are working towards a level three qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, secure and friendly environment to all children and their families. They demonstrate a genuine commitment to inclusion which is evident throughout all aspects of their practice. Children benefit from the good knowledge and understanding the staff have of the Early Years Foundation Stage. The vast majority of the rooms are very well organised and inspire children's learning. Partnership with parents is outstanding. The management team closely link with other professionals, access grant funding and effectively monitor the nursery to ensure continuous improvement is maintained. The majority of the required documentation is in place and well recorded.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- must keep a record of accidents and first aid treatment (Safeguarding and welfare)(also applies to the childcare register). 22/04/2011

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

- adopt a more systemic approach to use of information taken from observation and assessment to inform planning.
- review the organisation of the room caring for children aged 18months to 30months to ensure the routine, resources and planning provide a

challenging environment.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a secure understanding of safeguarding procedures and their responsibility to protect children. This is supported with clear written policies. Vetting procedures ensure that all staff working with children are suitable to do so. The manager fully supports the professional development of all staff and individual training needs are effectively identified through induction and appraisals. This results in a well-informed, motivated staff team. The manager recognises the staff's strengths and are deployed effectively. Regular risk assessments, minimise the chance of accidental injury effectively. However, the procedure to record accidents is not fully understood by all staff. This has a negative impact on children's welfare. The majority of the rooms are very well organised. Children access a broad range of resources that are easily accessible and well labelled. However, the organisation of the space and resources for children aged 18months to 30months does not fully promote children's independence.

Partnership with parents is outstanding. A parents committee has been formed that supports the nursery and influences change. Highly effective induction procedures ensure that children's admission is gradual and tailored to meet their needs. Staff work closely with parents as they gather and share valuable information for each child. For instance, with the use of daily diaries which include information about sleep, routines, allergies, favourite toys and their development. Parents are kept exceptionally well informed of their child's progress, through regular progress meetings, ongoing verbal feedback, photographs and access to their child's personal records. Systems to support their children's learning at home are excellent. For example, with the use of home link packs, scrap book, story sacks and family art board. Comments from parents are highly complimentary. Strong link with other professionals, such as local authority workers have a very positive impact on the outcomes for children. Systems to evaluate the nursery are good. The manager and her team are very motivated, they constantly look at ways to improve the care and education they provide. The recommendations from the previous inspection have been positively addressed. This impacts well on promoting children's overall development.

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

Staff have a good understanding of the Early Years Foundation Stage. They clearly explain how they support children's learning through a wide range of play experiences, both in and outside. For example, young toddlers have daily access to the garden area and explore on the apparatus. All areas of learning are covered equally and there is a good balance of adult-led and free choice activities each day. Children are very happy and confident. They have established secure and trusting relationships with staff. This is due to the effective implementation of the key worker system. Children are developing an understanding of responsible

behaviour, as a consistent approach by the staff is employed. Consequently, children are very polite and their behaviour is good. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of resources and well thought out activities. For example, a child emigrated to Australia. Staff developed systems for the children to keep in touch and learn about how others live, through writing as pen pals and with the use of video links via the internet. Children's communication skills are fostered well through various experiences, such as the toddlers enjoy song time, know as 'music bugs'. Pre-school children competently name colours and answer questions in French. A selection of sorting, matching and sequencing resources promotes children's problem solving and reasoning skills. Their knowledge of the living world is nurtured as they plant seeds and care for giant snails. Children really enjoy participating in creative experiences. For example, the babies explore with sand and water. Older children are inspired by an imaginary play activity using lycra. A designated room for Communication Technology is well resourced. Children develop their understanding with the use of headphone, compact disc players and the smart board.

Flexible planning takes account of the children's personal interests and specific developmental needs. Staff make regular observations and assess children's learning through the use of tracking sheets and developmental files. However, they do not fully reflect the next steps to fully inform future learning. This has a slightly negative impact on monitoring children's progress.

Children are cared for in a well maintained environment, where toys and equipment are cleaned regularly. They are safeguarded well as the premises are secure at all times. This is supplemented with effective procedures for adults collecting children. All children are learning about the importance of personal hygiene and are becoming independent in their personal care. Brushing teeth after lunch and hand washing forms an integral part of their routine. Children enjoy healthy eating and nutritious freshly cooked meals. Menus are displayed and shared with parents. Meal times are sociable occasions with staff and children interact together. Babies are fed in line with their individual routine, they receive cuddles and comfort from staff when they are fed a bottle. Care has been taken to ensure effective systems are implemented to gain all relevant information from parents, including any special dietary requirements to make sure any specific dietary needs are well met. This positively impacts on children's well-being. All children have daily opportunities to enjoy fresh air and exercise. The garden is an interesting and very well resourced area. It provides a vast range of experiences including, climbing trees, story area and messy play. Good procedures are in place to prevent the spread of infection. For instance, notices are displayed informing parents of any concerns. They are excluded if they are ill. Children's risk of injury is minimised as staff take suitable precautions to prevent accidents. For example staff discuss safe rules while enabling challenge. Children regularly practice fire drills with staff. 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	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	2
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 22/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 22/04/2011