

Church View Day Nursery

Inspection report for early years provision

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Inspector

ISP Inspection Janet Fairhurst

Setting address

4 Church View, St Nicholas Hospital, Gosforth, Newcastle
Upon Tyne, NE3 3XT

Telephone number

0191 284 2222

Email

churchviewdaynursery@gmail.com

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

Church View Day Nursery registered in 1992. It operates four rooms in purpose built premises in the grounds of St Nicholas Hospital in the Gosforth area of Newcastle. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am – 6pm for 51 weeks of the year. Children have access to a fully enclosed outdoor area, which includes a full-length canopy to further facilitate the use of outdoor space in all weathers.

The setting is registered on the Early Years register and the compulsory and voluntary parts of the childcare register. There are currently 62 children on the roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 19 members of staff, of which 18 hold early years qualifications to at least level 3. Two members of staff hold Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled, happy and enjoy their time at this friendly nursery, with its community based ethos. The well qualified management and staff team work cooperatively to ensure children's individual care and learning needs are met. A key strength of the setting is partnership with parents and other providers, which greatly enhances children's development and learning. Rigorous procedures to safeguard the health, safety and welfare of children are in place and up-to-date as required. Committed to improvements and an ethos of reflective practice, the nursery successfully identifies areas they wish to improve and continually strive to make continuous improvement.

What steps need to be taken to improve provision further?

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

- review how children's art work, photographs and posters are displayed to enable all children to view them with ease.

The effectiveness of leadership and management of the early years provision

Rigorous safeguarding procedures ensure all staff are suitable to work with children and any concerns regarding a child's safety are shared with the appropriate agencies. Purposeful recruitment and induction procedures are in place and staff undertake frequent safeguarding training to ensure their knowledge is kept up-to-date. This means that children are well protected in this setting.

Extensive risk assessments are in place and daily health and safety checks are undertaken for all areas of the premises and outings, ensuring children are safe and secure throughout the day. Staff are vigilant and supervise the children closely whilst encouraging them to develop excellent independence skills.

Staff promote inclusion effectively, for example, by displaying signs and familiar words in different languages and positive images of cultural diversity and disability. This helps to give children and families a sense of belonging and of being valued. Excellent collaborative working with other agencies, parents and carers ensures that children, including those who speak English as an additional language, are supported very effectively.

Consistent and inclusive systems of communication with all parents result in a strong partnership and engagement. Parents are fully valued as partners. Their views and feedback are collected effectively and ensures that they are fully involved in the life of the setting. They are confident in the ability of staff to meet the individual needs of their child. They report a secure and loving relationship between children and the dedicated staff. The key person system is effective and parents know who to go to if they have a concern. Staff provide parents with written policies and procedures and an excellent range of information about children's learning and development. They have established effective links with other childcare and education providers to ensure that children's needs are met and there is continuity in their learning.

Leadership and management of the nursery is good. The energy, drive and ambition of the senior management team inspire staff, who strive continuously to develop and enhance their practice. Effective monitoring and evaluation systems are used well to ensure that improvements for the provision of the children are met in a timely way. For example, training and use of Makaton has been highlighted as an area for further development.

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

Children make good progress towards the early learning goals in all six areas. This is because the staff make good use of well recorded observations and diligent assessments to plan a wide range of adult and child led activities. Their achievements are recorded in their 'All about me' file. A profile overview of assessments is maintained for each child which records their patterns of progress. As a result sensitive observations revealed that some of the boys did not engage in activities promoting pre-writing skills. From this staff were able to effectively tackle this, offering innovative larger scale activities, such as, using lengths of flexible tubes to create shapes and letters in the outdoor sand pit.

Staff have a loving and caring relationship with children who form strong attachments to familiar adults and other children within the nursery. Staff know individual children well and provide them with a good level of sensitive and appropriate support. They have created a calm and welcoming environment and have effectively organised the playrooms to provide a good range of resources,

which support children in their learning. Staff value children's work and display their art work alongside posters and photographs, which depict children as they play. This includes space for older children to make their own displays. However, many of these are displayed at a high level which makes it difficult for most children to view and reflect on their work.

Visitors to the nursery and regular trips, including those to local venues, add to the children's enjoyment and their knowledge and understanding of the world. For example, during their visits to the National Wildlife Trust nature park wonderful activities are presented to them where they can explore and investigate nature. For example, pond-dipping, growing vegetables and observing bugs. The activities are then extended and developed back in the setting so that children's learning is built on and confirmed.

Children's progress in speaking and communication skills and in their personal and social development is particularly good because of the strong emphasis that staff place on these areas. Effective use of role-play reinforces the strong emphasis on speaking and listening and number skills, for example, children re-enact the story of Goldilocks and the three bears. Babies and toddlers' early attempt at communication are encouraged by staff who respond sensitively to them with lots of eye contact, repetition and praise. Children celebrate the festivals of other beliefs and cultures in the diverse world in which they live, for example, Chinese New Year. Within this older children are helped to research and develop their understanding of the celebration and look at China in more depth. For example, their works leads them to look at the Great Wall of China and the traditional music and food from this country.

All staff apply clear and consistent boundaries and work closely with parents. This means that children develop a good knowledge of what is expected of them. Outdoor activities are adventurous and energetic. As seen, for example, when children were climbing, manoeuvring wheeled toys or collecting balls to kick around. Involvement in these activities undoubtedly contributes to children's very healthy appetites evident at mealtimes and snack times. Meals are thoroughly enjoyed, they are healthy well presented and balanced. Children are actively encouraged to take responsibility of their own safety. For example, they take part in emergency evacuation and during outings staff take the opportunity to develop children's awareness of road safety. Children are reminded to walk indoors and staff explain safe practices, such as, why children should pick up items dropped on the floor, so that others don't fall over 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	1
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

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

Met