

# Sure Start - All Saints

Inspection report for early years provision

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**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*.

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## **Description of the setting**

Sure Start All Saints Nursery is based within the purpose-built Children's Centre which opened in 2003 to serve the South Tyneside community. The local authority oversees the operations of the centre. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. Children have access to an enclosed outdoor play area, multi-sensory room and soft play area. It also uses a classroom in Stanhope Road Primary School to accommodate the pre-school children.

The nursery is registered on the Early Years Register. A maximum of 35 children may attend the nursery at any one time. There are currently 48 children aged from birth to under five years on roll. The nursery supports children with special educational needs and/or disabilities.

There are nine members of staff who work with the children in the nursery, all of whom hold appropriate early years qualifications. Two members of staff have achieved Early Years Professional Status. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individual needs are well met by the effective key worker system which provides each child with consistent and individual care from a trusted known adult. Children make good progress in their learning as their key workers plan suitable experiences to meet their needs. The nursery builds good relationships with parents, involving them in their children's learning. Staff work effectively in partnership with other agencies to meet the individual needs of children. Management and staff demonstrate a strong commitment to improvement through effective self-evaluation of the provision that brings about good outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- build upon the existing good systems for monitoring children's progress by recording how children's next steps are effectively addressed
- improve information for parents, for example, by providing them with a more user-friendly way to read the setting's policies and procedures.

## **The effectiveness of leadership and management of the early years provision**

The setting's arrangements for safeguarding children are good. All staff have attended recent training and are knowledgeable about the signs and symptoms

that indicate possible abuse. A rigorous recruitment procedure ensures that staff are vetted and deemed suitable before they have unsupervised access to children. Staff are committed to further training, and recent courses include safeguarding children, first aid, manual handling and food hygiene. Good priority is given to safety. For example, visitors sign in and out to allow staff to monitor who has access to the children, while secure entry and exit arrangements ensure that there is no unauthorised entry or exit. Regularly reviewed risk assessments and staff consistently recording accidents and medication administered to children, successfully contributes to keeping children safe at all times.

The environment is well organised, allowing children easy and continuous access to a wide range of good quality resources and activities which provide good levels of challenge for all. Children also have ready access to resources and activities which positively reflect race, gender and disability. Combined with the celebration of traditions and festivals, this helps them to learn, value and respect people's differences. All the children are treated with equal regard and consideration. Staff know their individual preferences, routines and interests and this ensures that the children are cared for in a way that meets their individual needs.

Parents have highly positive views of the staff and the service that is provided. They describe the staff as 'friendly and approachable' and think the quality of care their children receive is 'excellent'. They identify the happy atmosphere and good exchange of information as particular strengths and think that attending the nursery has increased their children's confidence. Staff plan home visits prior to children starting their placements and this is complimented by additional visits to the centre which are tailored to suit their individual needs. This allows both children and parents to establish a trusting relationship and to feel confident and secure. Individual daily diaries offer an opportunity for parents and staff to exchange information about children's welfare and learning. Parents are always welcome and can freely access their child's record of achievement. The setting has comprehensive policies and procedures which parents can access. However, the policies themselves are very bulky and are not presented in a way that would enable parents to read and digest the amount of information that is contained in them. Strong and productive links with outside agencies and other childcare providers ensure that children receive the support they require and eases their transition between settings.

The process of self-evaluation is well developed. Management and staff regularly reflect on their practice and strive to continually extend the service they provide to improve and enhance the outcomes for children. The nursery actively seeks the views and opinions of children, parents and other professionals to assess the strengths and weaknesses of the setting.

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

Staff work well as a team and have good relationships with the children. They plan and provide exciting play experiences and are skilled at knowing when to intervene and when to allow children to persevere. Staff show respect for the children's

efforts, demonstrated in the way they present and display the children's artwork. This helps the children to understand that they are valued and special. Observations and monitoring of children's progress is thorough and reflects the staff's good knowledge of the Early Years Foundation Stage and the individual children in their care. It is evident that assessments from observations are used effectively to plan the next steps in learning for each child. However, this is not recorded within the development journals and would show children's continuous progression in their learning journey.

The children receive the staff's complete attention during their time at the nursery and, as a result, they are happy, settled and secure. The effective key person system helps children to develop a sense of belonging and parents are encouraged to provide family photographs which staff then display to establish and maintain a strong connection with home. Interesting and stimulating activities keep the children engaged and motivated and give them lots of scope in which to enjoy themselves and have fun. They have many opportunities to express their creativity. For example, they experiment with painting techniques by using brushes, spreaders, rollers and vegetables to produce unusual and often stunning effects. The youngest children take delight in handling gloop, shaving foam and dough. Activities stimulate their senses. For example, they dig in the compost where fresh herbs such as basil and mint are placed and provide a fragrant aroma. Pre school children are accommodated within the school nursery and this provides them with a range of learning opportunities and experiences. Access to information technology equipment, such as the computer, promotes their learning in this area. Children excitingly show their developing knowledge of animal lifecycles as they explain what will happen with the frog spawn and how it will eventually grow into frogs. Children use magnifying lens to explore samples of soil and discover they can see bugs and worms. Children consider how the worms can move if they have no legs and decide 'they must have wriggles inside them'.

Children are learning about the importance of a healthy lifestyle. They benefit from the free-flow opportunities to play outdoors in almost all weathers. They thoroughly enjoy playing in the stimulating outdoor area which reflects all aspects of learning and development. Children have good opportunities to develop their physical skills where they jump, play in the sand pit, pedal and steer wheeled toys and enjoy running, climbing and crawling through tunnels. Indoors they can also access a well-resourced soft play area. All these activities effectively promote their physical health and wellbeing. Readily available soap and paper towels enable children to become increasingly independent as they carry out personal care routines. For example, they wash their hands before eating, after using the bathroom and after outdoor play, which teaches them about the importance of cleanliness and helps them to establish good personal hygiene. Along with the sensible policy that deals with sick children, this minimises the spread of infection and common illnesses. Children's safety is given high regard as staff remind them not to run indoors and explain why they must tidy away toys so children don't fall over them. As well as this, staff, develop children's awareness of road safety during their outings and regular fire drills take place to help the children cope with emergencies.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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