

Diandjims Nursery and School Klub

Inspection report for early years provision

Unique reference number EY356505
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Inspector Jim Bostock

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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

Diandjims Nursery and School Klub is one of two nurseries run by a private provider. It opened in 2000 and has occupied its current site since June 2007. It operates from premises within the grounds of Hexham Middle School, in Hexham, Northumberland. The provision serves the needs of children from the local community and surrounding areas. A maximum of 52 children may attend the setting at any one time. Children have access to the childcare rooms, the out of school classroom and enclosed outdoor play areas. The provision is wheelchair accessible. The nursery facility is open each week day from 8am until 6pm, for 51 weeks of the year. The School Klub operates during school term time, from 8am to 9am and from 3pm to 6pm. During school holiday periods it operates from 8am to 6pm.

There are currently 66 children aged from birth to under 12 years on roll. 51 children are aged under eight years and 28 are in the early years age range. There are children attending in receipt of funded education. The setting admits children up to 12 years of age.

The setting employs eight staff to work with the children. Of these four hold a qualification at level 3 in early years three hold a qualification at level 2 in early years and the deputy manager holds a qualification at level 5 in early years. The setting receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy very affectionate and friendly relationships with the staff who create a happy, inclusive environment in which children can play and learn. Staff work well together to implement an exciting and stimulating range of activities and experiences which meets children's individual developmental needs well. The setting shows good capacity to improve, although processes of self-evaluation do not fully enough involve all parents and staff. The setting has positive relationships with parents and carers and generally good links with other providers where children attend.

What steps need to be taken to improve provision further?

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

- develop further the systems for maintaining a regular two-way flow of information between other early years providers where children attend to promote continuity of learning and development, and extend systems to enable parents and carers to review their child's progress regularly
- develop further the systems for self-evaluation to more fully involve parents

and carers.

The effectiveness of leadership and management of the early years provision

Staff members are well qualified and deployed well to provide good levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff are vetted for their suitability and undergo a sound induction process. Staff clearly understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly. All records, policies and procedures that support positive outcomes for children are well maintained and implemented. Regular risk assessments ensure hazards are reduced and staff supervise children closely to ensure they can play safely and enjoy their time at the setting. The environment is well organised with the children's needs in mind and a good range of resources and activities on offer across all areas of learning.

Parents and carers are very happy with their children's progress and enjoyment at the setting and particularly value the happy family atmosphere. They comment that their children enjoy an abundance of affection and warmth from the staff. However, systems to enable parents' to have regular access and contribute to their children's developmental records have not been fully explored. The owner/management team are committed to driving improvement and all recommendations from the previous inspection have been addressed well. Self-evaluation is accurate, realistic and challenging but does not fully enough involve all parents and carers.

The provision effectively supports and promotes inclusive practice by ensuring that all children are warmly welcomed and successfully encouraged to participate in activities. The setting enjoys a constructive dialogue with the local schools, which children attend, and exchange good information about children' care and welfare. However, the exchange of information to further support their educational needs is not as well developed.

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

Children make good progress in all areas of learning. They are confident learners who make full use of their learning environment. Children's personal, social and emotional development is fostered well. They work independently and enjoy both free-play and group activities. Children benefit from highly sociable snack times where staff and children sit in small groups, holding conversations and creating a relaxed atmosphere. Children's behaviour is excellent, they share and take turns, and younger children are supported very well by staff in learning these expectations. They respond well to established routines. For example, they enjoy taking responsibility for their environment as they help tidy and cooperate well as they carry a box of sports equipment outside. Children's language skills are enhanced as staff engage all children in an extensive range of conversations and

ask questions that make them think. Children use books purposefully for pleasure and develop a fondness for stories.

They enjoy good opportunities to count and make calculations and staff use every day opportunities such as counting the number of skittles knocked down in a game to help children count. Children have some opportunities to develop their writing skills. They are very confident with information technology and ably use computers independently. Children particularly enjoy the outdoor area where staff build on their interest well. For example, children are supported well to help collect items to create a 'campfire' activity. Staff work as a cohesive unit, providing a stable environment for children. They know how well children are progressing and use this information to support and extend children's learning and development.

Children adopt healthy lifestyles as they have excellent opportunities to experience fresh air and exercise throughout the day. The outdoor play areas are vibrant, colourful and provide a good learning experience for children who love going out to play. They make healthy choices at snack time when they enjoy fruit such as apples and bananas. Children are helped to feel safe as staff offer constant support and guidance. As a result children confidently approach staff as they feel secure. Children interact positively with each other and staff, showing excellent relationships as they play, talk and laugh together. Children have very good opportunities to develop their skills for the future. This is evident in the broad range of exciting activities on offer and the ethos of child centred learning.

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