

TAD Centre Day Nursery

Inspection report for early years provision

Unique reference number 508442
Inspection date 12/05/2011
Inspector Julie Morrison

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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

TAD Centre Day Nursery is one of nine provisions owned by Nunthorpe Nurseries Group and has been registered since 1994. It operates from self-contained premises within the Training, Advice and Development (TAD) Centre which is situated in the Berwick Hills area of Middlesbrough. There is access to an outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm all year. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 76 children at any one time, of whom no more than 35 children can be aged less than two years. They currently have 105 children on roll, of whom 94 are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language links have been made with the local school and partnership arrangements established with other early years settings.

The nursery employs 20 members of staff. Of these, one holds a level 5 qualification. Two staff, including the manager, hold a level 4 qualification, 13 hold a level 3 qualification and four hold a level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and their families are warmly welcomed into the nursery by friendly staff and management. Effective procedures are in place to work with parents this means that all required information to meet children's individual needs is in place and children's welfare is promoted well. Most staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage and provide a wide range of activities which cover all areas of learning. As a result, children are making good progress in their learning and development in relation to their starting points. The manager demonstrates a clear commitment to monitoring and evaluating the nursery in order to promote outcomes for children. However, systems to effectively involve staff in these are not sufficiently robust to fully support continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the key person system to support continuity for children and to ensure that the key person is fully aware of the needs of each child in their care
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion which includes all staff in order to ensure that all staff are aware of priorities for development
- make sufficient time for staff to reflect on what has been observed about

children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff have a good knowledge of the possible signs of abuse or neglect. This is supported by a written policy and clear procedures if they have a concern about a child. Robust vetting and recruitment procedures are in place and evidence of enhanced disclosure numbers is available for all staff. This ensures that all adults looking after children are suitable to do so. Detailed risk assessments along with daily checks of all areas are in place. These are combined with effective procedures such as secure entry to the nursery and close supervision of children at all times to effectively reduce the risk of accidental injury to children. The majority of staff hold a current paediatric first aid certificate and this is combined with consent from parents to obtain emergency medical treatment. This ensures that accidents are addressed quickly and appropriately.

All recommendations from the previous inspection have been addressed. This helps to promote outcomes for children. Appropriate systems are in place to monitor and evaluate the provision. This includes gathering feedback from parents and using the Ofsted self-evaluation form. However, although staff are aware of the self-evaluation form and are invited by management to make comments on it, it is generally completed by senior management. Effective procedures to fully involve all staff in systems to evaluate the practice are not sufficiently robust. This does not effectively support a culture of continuous improvement. Staff demonstrate a positive attitude towards ensuring that children who speak English as an additional language or with special educational needs and/or disabilities are included at the nursery, for example, gathering words in other languages and introducing suitable procedures to work with other agencies supporting children, such as speech and language therapists. However, systems to share information about children's learning and development with other providers of the Early Years Foundation Stage have not been fully established. This does not support continuity of learning and care for children who attend more than one setting. This is, however, currently being addressed by management, for example, obtaining consent from parents to share information and sending questionnaires to other providers.

Positive relationships have been developed with parents who speak highly of the care and learning their children receive. A wealth of information is clearly displayed and parents are kept well informed about their child's learning and care through a range of effective procedures, including daily diaries, verbal feedback and parents evenings. However, although a key worker system is in place, recent staff changes mean that for some children these have been subject to several changes. This does not ensure consistency for children and results in some staff not being up-to-date with all their new children's individual needs and not all parents being aware of who their child's key worker is. Space at the nursery is effectively used to enable children to move around freely and independently access from a wide range of age-appropriate resources. Colourful displays of the children's work, along with photographs, help children to feel a sense of belonging and promote self-esteem.

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

Most staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Each room has individual planning which is based on observations of the children and takes into account their interests. Individual files are in place for each child which include photographs, observations of their learning and show progress towards the early learning goals. However, lack of dedicated time means that staff do not always have time to ensure that observations are up-to-date. Nevertheless, staff do engage well with the children to extend their learning and provide a wide range of activities which cover all areas of learning. As a result, children are making good progress towards the early learning goals in relation to their starting points.

Staff are caring and friendly and, as a result, the majority of children are happy and settled at the nursery and eager to join in with the activities. New children are given cuddles and reassurance by staff to help them to settle. Children behave well at the nursery as effective behaviour management strategies are implemented along with the regular use of praise and encouragement. Staff make good use of open-ended questioning to help promote children's learning in all areas. For example, they ask children 'how big is it?' and 'how does it feel?'. Children's communication skills are developing well, resulting in competent and confident speakers. They chat happily with visitors and staff enthusiastically encourage them to join in with stories, for example, asking them to think about what happens next. Constant access to pencils and coloured pens provide good opportunities for children to begin mark making. Everyday activities such as counting plates at snack time or shouting '1, 2, 3' as they roll balls to each other helps develop children's number skills in a fun way. This is further supported by a good range of jigsaws, games and building blocks to help children to develop their problem-solving skills. Children have good opportunities to explore. For example, children at the out of school club plant and grow vegetables and herbs while younger children grow sunflowers, make bark rubbings and have fun chasing bubbles. All children have good opportunities to be creative. For example, babies have fun with paint while older children make play dough or use recycled boxes to make aeroplanes. Children are beginning to develop an awareness of other cultures and diversity through posters, resources and planned activities such as celebrating the Chinese New Year and 'signing tots' sessions. Older children use the computer confidently, this is combined with access to cameras, toy phones and programmable toys to help children to begin to develop their skills for the future.

All children have good opportunities to be physical as they go outside each day into the well-resourced outdoor play area. For example, they enjoy climbing, riding on bikes and playing in the ball pool. Children's awareness of keeping healthy is promoted well through daily routines such as teeth brushing and discussions with staff. For example, they discuss why it is important to brush teeth and children remark that they drink their milk to 'make them big and strong'. Children have good opportunities to begin to learn to keep themselves safe. For example, staff talk to them about the importance of being careful on the slide. This is combined

with planned activities such as meeting the fire brigade and road safety discussions. All required documentation, such as accident forms and medication, is in place and up-to-date. This positively supports children's welfare.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
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