

Willow Avenue Community Nursery

Inspection report for early years provision

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Inspector

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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

Willow Avenue Community Nursery was registered in February 2002. It is located on a residential housing estate in Fenham which is close to the city centre of Newcastle upon Tyne. The setting serves the local area and has strong links with the local community. It operates from four playrooms in a purpose-built building. The setting is accessible to all children and there is a fully enclosed area available for outdoor play. The setting opens Monday to Friday from 8am until 6pm for 51 weeks a year.

A maximum of 56 children are able to attend the setting at any one time. There are currently 86 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and the Compulsory part of the Childcare Register. The setting provides funded early education for two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 18 members of childcare staff, which includes the manager and the deputy. Staff work on either a part-time or full-time basis. All staff, except for one who is a modern apprentice working towards a Level 2, hold appropriate early years qualifications at Level 3. There are two members of staff who have the early years professional status. There are also three support staff consisting of two cooks and a domestic. The setting receives support from an advisory teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise children's unique qualities and build on their individual interests, to provide an interesting, stimulating and inclusive environment. Children's safety and welfare are paramount, and this is supported by a wide range of effectively used policies and procedures. Staff have a secure understanding of the Early Years Foundation Stage framework and, as a result, children are making good progress in their learning and development. There are strong and positive partnerships with parents and excellent partnership with other agencies, which helps to further supports children's development and progress. Regular self-evaluation by management and the staff means any priorities for future development are identified and acted on, which enhances outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure fresh drinking water is available throughout the day for all children
- develop procedures further to promote more effective communication of information for parents with English as an additional language

- develop further the use of observation and assessment by linking children's next steps clearly to individual planning.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded because staff have an exceptionally high understanding of how to report concerns and initiate the appropriate proceedings, both within the organisation and in line with the Local Safeguarding Children Board. All staff have attended safeguarding training and continuous in-house training is also provided to new staff and students. Rigorous recruitment procedures ensure that individual staff are suitably qualified and vetted. Documentation which is required for the safe and efficient management of the setting is organised very well and used effectively to promote all aspects of children's health and safety. Comprehensive written risk assessments for the indoor and outdoor space help to further promote children's safety. Space is organised very well so children can move around and play freely, and staff provide good support as and when needed. Resources are stored at a level which allows children to choose what they want to play with and to easily and independently access them. This is conducive to children's learning and promotes their continuous progress towards the early learning goals. Colourful posters and examples of the children's work are creatively displayed, both indoors and outdoors. This results in children entering the setting with enthusiasm and interest, keen to get involved in an activity of their choice and helps to promote children's self-esteem and confidence.

The manager and staff have a clear vision for embedding ambition and driving improvement through the setting's own process of self-evaluation, which is effectively used to ensure the ongoing development and continuous improvement of the setting. For example, they have introduced a new system for observing and recording children's learning and plans are in place to further develop the outdoor play area. Weekly room meetings, bi-monthly team meetings with training sessions attached and the appraisal system all help to identify staff's training and development needs and also play an integral part in the continual self-assessment of the setting. Good progress has been made in addressing the recommendations from the last inspection. For example, they have improved children's safety by implementing an effective door entry system and they carry out regular fire safety checks. Staff are committed to providing an inclusive environment where all children and families are welcomed. The 'open door' policy and sharing the equal opportunity policy with staff and parents further promotes inclusion for all children. Children celebrate a wide range of festivals, such as, Chinese New Year, Eid, Diwali and Christmas. This, along with the wide range of resources and pictures which reflect positive images, helps children respect others and learn about differences. Children with English as an additional language are very well supported as staff find out simple words from parents, other professionals or the internet; these are displayed around the setting, which makes children feel welcome and fully included.

Staff work successfully in partnership with parents. They are valued by staff and

positive relationships have been established with them to ensure children receive good quality care and education. Parents are very complimentary about the operation of the setting, expressing a high regard for the staff, the welcoming and secure environment and dedicated service provided. Parents can access children's progress files at any time and are fully involved in extending children's learning at home. For example, pictures of signs and words of the week in Makaton are displayed. Also the letter, numbers and colour of the week are displayed on parents' notice boards. Parents receive good information about all aspects of the setting detailed in parent packs, through regular newsletters and, for very young children, through daily diaries. A two-way flow of information enables parents to be kept informed of their child's day. However, although initially translators are used by the setting for parents who speak English as an additional language, the ongoing systems to keep these parents informed are not yet fully developed. Staff and management have excellent links with other professionals, such as, speech therapists, health visitors, Social Services and Early Years workers, who are all involved in the care of the children and share relevant information and children's development needs. This enables staff to meet in full the needs of individual children.

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

The setting provides a relaxed, welcoming and homely environment where children are happy and content. The robust key person system underpins the good relationships that exist between children and staff. These enable children to feel secure and happy and increase their enthusiasm to learn. Children benefit immensely from the good care, activities and play opportunities provided, which are a good balance of both adult and child led. Children are supported very well by skilled and qualified staff who have a secure understanding of the Early Years Foundation Stage. As a result, children are making good progress towards the early learning goals. Staff regularly observe and record children's development. Information from observation and assessment is used effectively, for example, in identifying children's next steps in their learning. However, these steps do not always link clearly to planning for children's individual learning.

Babies and toddlers enjoy craft activities, such as hand painting. They enjoy looking at themselves in the large mirrors and delight in exploring sensory experiences, such as playing with bubbles and different textured materials, for example, wood, fur and metal objects. Older children enjoy exploring and investigate in the garden as they look at the caterpillar using the magnifying view pots. Staff skilfully ask children questions to broaden their knowledge as they talk about how big it is, how it moves and what food it likes to eat. Children build a home for the caterpillar and talk about how it will grow into a butterfly. Staff continue and extended children's interest by reading a story about a caterpillar. Children freely access books and stories in the comfy book areas. Staff capture children's interest as they read favourite stories to them. They enthusiastically join in and know what is going to happen next in a story about a witch. All children are beginning to use sign language to further develop their communication skills, for example, children sign please and thank you, hello and goodbye. Older children in

particular are becoming very skilful in using Makaton for communicating with staff and each other. A good range of mark making resources are available, such as paints, chalks and pencils, providing opportunities for children to develop their early writing skills. Older children recognise their own and the names of other children at self registration time. Children develop their skills in using information technology equipment throughout all areas of the setting. They have access to a large selection of musical instruments, interactive books and activity centres. There are battery operated and wind up toys appropriate to their ages. Children receive good opportunities to develop their imagination. For example, in the pre-school room the ever-changing role play area is currently a hospital and staff have already made plans to develop this area in to the 'Three Bears' home. This is linked to one of the children's favourite stories. Staff promote number recognition and problem solving through planned activities, such as games and singing counting rhymes, as well as everyday activities, for example, pointing out shapes, building towers with the blocks and discussing the many displays of numbers.

Children are offered a good variety of healthy and nutritious meals and snacks, including fresh fruit and vegetables, on a daily basis. Babies and young children are offered regular drinks to prevent them from becoming dehydrated, especially after rigorous movements or outdoor play. However, although drinks are plentiful at meal and snack times, the drinks dispenser in the older children's room is not replenished regularly. Domestic and kitchen staff ensure that good standards of hygiene are maintained throughout the setting and this has been acknowledged by the authority, which has led to the setting gaining an award for the excellent hygiene standards. Children are becoming aware of simple hygiene routines from an early age as staff wash babies' hands and faces at appropriate times and older children fully understand why they wash their hands before eating and after toileting. In addition, good hygiene routines are implemented by the staff to reduce the spread of infections, for example, a sick child policy is adhered to, thorough hand washing, using disposable gloves and aprons when serving meals and adopting good practice at nappy changing times. Children are learning about the importance of eating healthily and exercise. They help to grow their own vegetables in the setting's garden and learn about composting and recycling. They thoroughly enjoy music and movement weekly sessions either in the hall or outdoors. All children enjoy the outdoor play where they can further develop their physical skills. For example, they skilfully climb and slide, balance on the stepping stones and have great fun painting, chalking, playing with sand, catching balls and riding around on bikes and cars. Children are well behaved and staff are good role models, giving children praise and encouragement for their achievements. Staff talk to children calmly, which contributes to the children's sense of trust and develops a positive attitude to learning. Children are developing a sense of how to stay safe within the setting. For example, they understand and follow the staff instructions about keeping themselves safe when playing outside and during activities and through the many visits from people in the community, such as firefighters, road safety officers and the police. Children take part in regular fire drills, which helps to develop their awareness of safe procedures very well.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	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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