

The Nursery

Inspection report for early years provision

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Inspection date

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Nursery originally opened in 1997 and under new management re-registered in 2010. It operates from a number of rooms within a converted educational building. The pre-school children are situated on the first floor and is accessed via a flight of stairs. The toddler room is situated on the ground floor and have access to a separate sleep room. The baby room leads off the toddler room via a small flight of stairs. There are suitable toilet and changing facilities plus kitchen, office, laundry and staff facilities. The nursery serves the local community of Consett and the wider community. There is an enclosed area for outdoor play.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 70 children under eight years may attend at any one time. There are currently 64 children on roll. The nursery opens five days a week from 7.30am to 6.30pm all year round. The nursery support children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 14 members of staff; of whom six are full-time, two are part-time and six are regular supply staff. All of the staff, hold an appropriate early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Nursery provides a happy, welcoming and inclusive environment where all children are well cared for and make good progress. Comprehensive policies and procedures ensure the safety and welfare of the children. There is a strong and positive partnership with parents and other agencies. Management and staff demonstrate 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:

- develop adults understanding of how to question and respond to children effectively and review practice continuously to ensure that it is consistent in meeting the needs of all children to promote and extend their learning
- build upon existing systems for monitoring children's progress to show how children's next steps are effectively addressed.

The effectiveness of leadership and management of the early years provision

The setting's arrangements for safeguarding children are good. All staff have completed recent online training and are knowledgeable about the signs and symptoms that indicate possible abuse. An effective recruitment procedure ensures that staff are vetted and deemed suitable before they have unsupervised access to children. Staff have a positive attitude towards further training and recent courses include safeguarding children, first aid and food hygiene. Two members of staff are also working towards a level 4 childcare qualification. 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 contribute to keeping children safe at all times. Children feel safe and secure in their environment and their confidence and independence is enhanced while their safety is maximised. The environment is well organised, allowing children easy and continuous access to a good range of resources and activities, which provide realistic levels of challenge for all.

The setting is well maintained and attractively presented to help children to settle happily. Displays of children's art work and colourful posters create a child-friendly environment. Children have 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 peoples' differences. Staff know the children well and take account of their individual preferences, routines and interests and this ensures that the children are cared for in a way that meets their individual needs. Staff provide generally good support to children with special educational needs and/or disabilities, as well as, children who have English as an additional language. They are committed to working with parents and relevant outside agencies so that specific care and education is provided for individual children. However, occasionally key strategies are not always adhered to by all staff with regards to behaviour management.

The staff work well in partnership with parents to ensure children's individual needs are met. They successfully utilise notice boards, newsletters, lending library, home activity sheets, daily communication and parent's evenings to ensure parent's are kept well informed about the care of their children, organisation of the nursery and events. Parent's are encouraged to provide specific information about their child when starting at the nursery. This ensures that the child's key person knows their individual interests, welfare needs and developmental starting points to help inform the initial planning. Staff exchange information daily with parents about children's care and regularly share children's learning and development records. Staff are very successful in actively engaging parents in their children's learning. For example, using sensory and activity bags, inviting parents to take home 'Freddie the Teddy', or to share their postcard news and photographs of activities and events that children have enjoyed with their family. The setting's self-evaluation provides an accurate assessment of its current effectiveness and demonstrates that the action plan for continuous improvement is realistic and well

targeted to ensure positive outcomes for the children. For example, the focus is improving outdoor provision and staff have plans in place to visit other settings looking at outstanding features, sharing good practice and how they can translate and implement them within the nursery.

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

Children throughout the nursery are happy, settled and secure. They enjoy the time they spend at nursery, making good relationships with staff and each other. The key person system contributes to children's sense of belonging as staff know the children well. Staff observe and assess children's progress and record individual progress files and learning journeys for each child, detailing their achievements. The information gathered is used to inform planning taking account of children's emerging interests. Children's next steps are identified within their learning journals, however, staff are not recording how their next steps are addressed to help track their ongoing progress.

The majority of staff are adept at recognising and maximising all learning opportunities, though practice is not always consistent with younger children. For example, by talking about what a plant needs to grow and be healthy. Nor do they use opportune moments to reinforce positive behaviour with purposeful praise and encouragement, this does not fully promote outcomes for children. Staff caring for the babies create a nurturing and caring environment where they respond warmly to their babbling which promotes their communication skills, reinforces their confidence and self value. Children are developing a love of books and enjoy sitting in cosy corners and the outdoor playhouse to listen to stories, chat and look at their favourite books. They are beginning to spontaneously use number names and mathematical language in their play. Counting skills are developing well and some children show awareness of the order of numbers. Babies are introduced to simple counting, for example, as they climb the steps of the slide the staff count out one, two, three. Pre-school children have access to information technology equipment and demonstrate good keyboard and mouse control. Computer programmes are used effectively to engage children's interest, especially boys to help consolidate counting and number skills. Younger children show interest in toys with buttons and flaps and simple mechanisms and begin to learn how to operate them. Creative development is promoted well for all children to express their individual creativity through painting, gluing and colouring which also helps to develop early writing and mark making skills. Children are aware that the nursery has rules and are beginning to understand right from wrong as the majority of staff actively encourage and promote positive behaviour. Their good manners, respect and consideration are valued and encouraged. For example, when a child notices that his friend has his sun hat on he tells him he can share it, the member of staff commends him for his kindness.

Children move freely with pleasure and confidence when playing in the garden. They enjoy using tricycles and sit-and-ride toys, which helps to develop their co-ordination, they weave through the tunnels of the climbing frame and climb the steps of the slide. All children enjoy a clean and very welcoming environment

which helps to ensure their well-being and comfort. They learn to follow good health and hygiene routines because staff act as positive role models. Children understand the importance of washing their hands, for example, a child explains that they wash their hands to get rid of the germs. Children learn how to keep themselves safe as they wear sunhats and understand why they have to have sun cream applied before going to play outdoors. Children's safety is further assured as they practise the emergency evacuation procedure on a regular basis. Visitors to the nursery, such as the lollypop lady and outings to local venues provide opportunities which help children develop awareness of road safety.

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide parents with a copy of the safeguarding statement (Providing information to parents) 16/06/2011