

High Flyers Early Support Nursery

Inspection report for early years provision

Unique reference number EY313452
Inspection date 04/05/2011
Inspector Josephine Northend

Setting address High Flyers Children's Centre, Tedder Avenue, Thornaby,
Stockton-on-Tees, Cleveland, TS17 9JP

Telephone number 01642 527 815

Email

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

High Flyers Early Support Nursery has been established since 1991 and it is part of a child development centre for pre-school children aged from two years to under five years old. The nursery is part of Stockton on Tees complex needs provision. It provides specialist early years provision for children with complex and/or multiple special educational needs. Staff at the nursery work closely with therapists and other health staff employed by North Tees and Hartlepool Foundation Trust and North Tees Primary Care Trust. The Early Support Team, of which the nursery is part, provides an early support service for children, their families and early years settings. The team and the nursery are based at the High Flyers Children's Centre in the Thornaby area of Stockton on Tees and it has been registered at this site since relocating in August 2005.

The nursery serves a large urban area and children attend for a variety of sessions. Children access two classrooms, a multi sensory room, a soft playroom and a large hall area. There is a fully enclosed area available for outdoor play.

The nursery is open between 9.15am and 2.30pm, Monday to Friday during school term times. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the nursery at any one time. There are currently 28 children attending who are within the Early Years Foundation Stage. All of the children are in receipt of funded early education. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery supports children who speak English as an additional language.

The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications and there are three teachers working with the children. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff's professional commitment, dedication and excellent understanding of each child's complex need allows them to provide an outstanding standard of care and education. All children are nurtured and the uniqueness of each child is recognised within this exceptional environment. Children make excellent progress in their learning and development in relation to their starting points and capabilities. Exemplary partnerships have established between providers, parents and other agencies. They work together to ensure that children's needs are extremely well met and their protection assured. The setting is highly effective in identifying and promptly acting upon areas for improvement and demonstrates outstanding capacity to improve and promote positive outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the high quality self-evaluation processes that are in place in order to track progress more efficiently.

The effectiveness of leadership and management of the early years provision

The nursery has extremely good procedures in place to safeguard children and the staff team demonstrate a very high level of commitment to promoting children's safety and welfare. Strong policies, roles and responsibilities have been established in relation to safeguarding the children's welfare. They are clearly understood and implemented by the staff team. Comprehensive risk assessments are successfully put in place, this means identified risks within the setting are managed effectively.

There are exceptional partnerships with parents, partners and other agencies in place. The consistently high quality sharing of information between all agencies and the families ensures children's learning, development and welfare is significantly enhanced. For example, the nursery's outreach team works with other settings that the children attend and they agree joint targets. The outreach worker links with the child's home once a month to ensure parents are fully included. Daily diaries are used to keep parents informed of their children's day at nursery and a 'bubble sheet' has recently been introduced to involve parents in the setting of targets for their child. The 'All About Me' learning journeys contain photographs and written observations covering all six areas of learning and they are used to inform the nursery reviews and 'team around the family' meetings where next steps are planned. Parents of children who have communication difficulties are encouraged to come into the nursery and join a member of staff in producing visual timetables for use with their children.

Children make extremely good progress in relation to their starting points and capabilities. The nursery sets reasonable targets and provides a wide range of appropriate experiences for the children. They have opportunities to explore and discover for themselves. There is an excellent range of specialist toys and resources that children can access independently. Staff support children well in their play, while promoting their independence.

There is excellent self evaluation in place, it takes into account the views of parents/carers, staff and children. The management is committed to continuous improvement and further development of self-evaluation systems. The manager has consistently high aspirations of the setting and staff team. Her positive attitude and wealth of knowledge is used to provide exemplary leadership. The complex needs of all children are met through staffs' professional commitment, dedication and excellent understanding of each child.

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

The nursery environment is warm, welcoming and stimulating. Children in the Early Years Foundation Stage make excellent progress considering their starting points. The key persons' understanding of the uniqueness of each child and the individual planning around the child means their needs are extremely well met. Their excellent knowledge of the Early Years Foundation Stage is used to plan a stimulating and appealing learning environment for all children. Realistic goals are planned for each child, in line with their complex needs. Staff record children's progress in their 'All about me' learning journeys and these are shared with parents who also contribute with their observations. Parents are also included in the nursery reviews. This means they are kept informed of their child's progress and staff work together with parents to develop their excellent understanding of each child. There are excellent partnerships in place between the nursery, feeder schools, health services and other agencies that promote good quality education and care.

Children show enjoyment towards learning, they behave well, join in and co-operate according to their ability. Children respond well to the expectations of those who work with them. They are prepared well and supported with transition to special or mainstream school. They are taken for visits in the local community and children enjoy the large outdoor play area. They independently select resources outside through using the 'Picture Exchange Communication System'. Children thoroughly enjoy story time with staff and their peers. They have favourite stories and through sounds, gestures and the picture exchange system they participate and show their enjoyment.

Children feel safe due to the safe procedures in place and the support they receive from the staff that are patient and understanding of their needs and abilities. Children are able to move around freely and safely as careful consideration is given to their safety. Staff gently remind them about safety rules, for example, to walk indoors and watch out for other children as they play on large equipment outdoors. This means children learn how to keep themselves safe. Children's health is promoted extremely well. There is a health care assistant employed at the nursery to support children's health needs, tube feeding and administration of medication. The promotion of hygiene is given high priority by staff. This is promoted with the children as they wipe their hands and faces after snack and picture strips are used to aid them with hand washing, dressing and undressing routines. Children play outside each day and meals are freshly prepared on the premises. Children are encouraged to make healthy choices at snack time and those children with feeding difficulties are given pureed fruit. This supports children's understanding of their own self-care and the importance of good health

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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