

Rascals Newbiggin

Inspection report for early years provision

Unique reference number	EY419047
Inspection date	05/07/2011
Inspector	Janet Fairhurst

Setting address	Newbiggin Middle School, Cleveland Avenue, NEWBIGGIN-BY-THE-SEA, Northumberland, NE64 6RS
Telephone number	016708 44907
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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

Rascals Newbiggin daycare opened in January 2011 and is run by the management committee of a not-for-profit community cooperative. It operates from a purpose-built portacabin in Newbiggin's children's centre on the site of Newbiggin Middle School in Newbiggin, Northumberland. Children have access to an enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am until 6pm for 51 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 37 children may attend at any one time, no more than nine of whom may be aged under two years. There are currently 36 children on roll, all of whom are in the early years age group.

The nursery employs seven staff, all of whom hold early years qualifications. One member of staff has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the time they spend at this nursery. Individual learning and development needs are well met through a range of activities and children make good progress. Staff work well together and form positive relationships with parents to support children during their time in the nursery. The staff team demonstrate a strong desire to provide high quality childcare, and effective systems are in place to monitor and move the provision forward. This ensures positive outcomes for children are promoted.

What steps need to be taken to improve provision further?

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

- 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

Children's welfare is promoted as staff are confident and highly secure in their knowledge of safeguarding issues. Robust recruitment policies and procedures are in place, which include clear induction of new staff and ongoing staff appraisals. Rigorous risk assessment is in place and staff make daily checks on all areas before they are used by children; this ensures all potential hazards are minimised. A dedicated and enthusiastic staff team work together well to ensure all children's individual needs and routines are met. Effective staff deployment ensures very

good levels of support for children's welfare and development. The staff team is well trained as there is a strong focus on continued professional development to drive future improvements. All staff hold current first aid certificates to ensure that they can deal with minor accidents appropriately and medication records are in place as required.

The nursery is well maintained and attractively presented to help children settle happily. The children are able to choose what they want to play with from the different activities set out for them or from the labelled boxes and low shelving around the room. Displays of children's work and age-appropriate resources create a child-friendly environment. Strong partnerships are developed with parents and carers, and information obtained from them is used well by staff to get to know about children and plan for future learning opportunities. Parents are provided with written information about the provision and how to access its policies and procedures as part of the registration process. The flexible settling-in procedures are tailored to the individual needs of children and families, which helps children feel secure during the transition from home to nursery. Children's progress and development is successfully shared through daily informal chats, sharing individual learning records and regular meetings. Staff have introduced a record sheet, 'what I do at home', and this provides opportunities to record what their children enjoy doing at home so staff are then able to include the activity in their planning and play. Daily diaries for the younger children are also used to exchange information and to ensure parents are aware of the children's personal care routines while they are at the nursery. Written feedback from parents is positive and complimentary and demonstrates their satisfaction with the service.

Management has a clear sense of purpose and, through various methods of reviewing and reflecting on practice, engage staff in making changes that bring about positive improvements for children's welfare and learning. The good monitoring and analysis of the quality of the provision results in well-targeted actions to improve the outcomes for children. Parents' views are also sought, both verbally and in the form of questionnaires. Comments, requests and ideas are used as part of the overall evaluation of the service to raise standards and ensure continuous improvement of the setting.

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

All children enjoy their time in the nursery. They are happy, confident, independent individuals who are supported well by staff who challenge and reinforce their learning through everyday routines. Staff have a secure understanding of the Early Years Foundation Stage and use the key person system effectively to support children in achieving good outcomes. Sensitive observations of the children as they learn through play are completed by their key person and identify children's interests and styles of learning. Planning is effective as it is led by children's current interests and information gained from parents through discussion. Assessment records show a clear progression in children's learning and development. Staff take time to consolidate children's learning and in doing so identify their next steps accurately. However, although it is clear that staff develop

plans in order to meet children's next steps, this is not always shown in the children's development records.

The environment is rich in resources which enhance children's knowledge and development of number and problem solving. For example, they are able to freely access shape sorting, threading and counting games. They also enjoy number songs and rhymes, which enable them to learn experiment and practise their skills with growing confidence. Staff use play experiences that children initiate well to encourage them to think critically and solve problems. For example, when completing a number puzzle they encourage the children to manoeuvre the pieces around so they slot together correctly. The children beam with delight after completing the puzzle. Children are beginning to participate in activities which enable them to develop their mark making skills and creativity through the use of various tools and mediums, such as, painting, drawing, gluing and play dough. They learn something of the world around them through growing their own flowers and vegetables in boxes outside and going on nature walks to the local park and beach. Children delight in exploring the outside play area and the opportunities it provides for running, riding wheeled toys, climbing and throwing and catching balls. As a result, children are making good progress with a range of physical skills and abilities. Babies have very good access to a range of resources, which include colourful and stimulating manufactured toys as well as natural objects of interest which promote their sensory development. Older children have access to a computer and show skill in mouse control, while younger children operate push-button interactive toys, quickly working out the functions of each of the buttons. Children learn about the wider world and to value difference through the celebration of festivals and through resources that reflect diversity, such as books and displays. Children gain skills for the future and their emotional development is promoted as they learn to play together, developing secure relationships with each other and the staff. Ongoing explanations from the staff help young children to understand about sharing and being kind to each other, developing their understanding of appropriate behaviour. Children's enthusiasm and self-esteem grow as they are praised by the staff for their efforts and achievements no matter how small. For instance, to celebrate 'terrific counting', a child received a certificate.

Children develop a good sense of how to keep safe through clear explanations and guidance from staff. For example, when on outings they learn to stop, look and listen when they come to a road, and learn to handle knives safely as they cut their fruit during snack time. Regular drills are held to ensure that children and staff know what to do in the event of a fire or an emergency. Children understand that wearing sun hats and using sun cream stops them getting hurt by the sunshine. Staff extend children's knowledge and understanding of safety issues through fun, interesting events, such as Safety Awareness Week, and visits from other members of the community, such as road safety and police officers. Meals are freshly prepared, appetising and nutritionally balanced. Lunch times are very pleasant social occasions in the nursery where children are able to eat together. This time provides a relaxed and enjoyable opportunity for children to develop their listening and speaking skills and promote good social skills as children watch and learn from each other and from staff.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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