

# Thornaby Childrens Nursery

Inspection report for early years provision

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**Unique reference number** EY419249  
**Inspection date** 14/07/2011  
**Inspector** Vivienne Dempsey

**Setting address** Thornaby Childrens Nursery, 462 Thornaby Road,  
Thornaby, STOCKTON-ON-TEES, Cleveland, TS17 8QH  
**Telephone number** 01642750113  
**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

Thornaby Children's Nursery was registered in 1968 and was re-registered by current owners in 2010. It operates from a large detached building in Thornaby. The nursery serves the local area. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, excluding bank holidays. Sessions are from 7.15am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 65 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 67 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 24 members of childcare staff. Of these, all hold appropriate early years qualifications; of these, two members of staff have a degree in early years. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children and their parents are given a warm welcome. Staff collect a suitable range of information and work with a range of agencies to ensure they meet most needs of all children. Most documentation need to promote children's welfare is in place. Children are making good progress towards the early learning goals, as staff have good systems in place for observation, assessment and planning. Staff work closely with the local authority to develop the service they provide. Action plans are in place and staff have a clear vision for future development, although, no formal systems for self-evaluation are in place.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure systems to inform parents of administration of medication and accidents are consistent and clear (Safeguarding and welfare) 31/08/2011
- ensure hazards to children are kept to a minimum. (Premises, environment and equipment) 31/08/2011

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

- develop links with all schools to ensure continuity for all children in their learning and development
- use the Ofsted self-evaluation form as the basis of ongoing internal review to ensure quality improvement.

## **The effectiveness of leadership and management of the early years provision**

Staff have a sound understanding of safeguarding issues, attend regular training and know who to contact with any concerns. Attendance records clearly show children's hours of attendance and the newly fitted finger print exit and entry system, show how many staff are present at all times. Most staff have an appropriate first aid certificate and first aid kits are available in all rooms. This ensures staff can react quickly in the event of an accident. Records for recording accidents and administration of medication are in place. However, systems to ensure parents are informed are inconsistent and do not fully promote the good health of all children. This is a breach of requirement. Written risk assessments are in place covering the indoor and outdoor areas and outings, which ensure children, remain mainly safe. Daily checks are completed before children enter the outdoor area. Although, children are supervised when using the bathroom, cleaning products and washing powders are easily accessible to children in this area, this does not ensure hazards are kept to a minimum or protect children's safety at all times.

Children have a key person who is very approachable and speaks to parents on a daily basis to ensure they are aware of the experiences their children have enjoyed. There is a broad and balanced selection of resources both indoors and outside, which are used well to enable children to make progress. Children are able to select from these, which promotes their independence and self-help skills. Staff have developed sound relationships with all parents. Daily discussions and 'Babilogs' keep parents mainly informed of children's daily activities and care routines. Parents also receive regular news letters keeping them up-to-date of activities and outings the children will be taking part in. The setting works closely with a range of agencies and other providers to ensure children with special educational needs and/or disabilities are fully included within the setting. Staff have developed good links with some providers to ensure continuity in children's learning. Although, attempts have been made by the setting to develop links with all other providers, some providers are not responding to their requests. This does not support the setting to ensure continuity for all children in their learning and development.

Children enjoy celebrating a range of festivals from around the world. A variety of displays and resources depict diversity, for example, a range of 'national dress' costumes from around the world are available. This helps to develop children's understanding of differences and other cultures. Staff have a good understanding of the areas for improvement and clear plans are in place for future development. For example, an extension of the building is planned to enhance the provision already provided, including a new toilet block. Action plans are in place for all rooms and staff are fully involved in developing the service provided. However,

staff do not currently use the Ofsted self-evaluation form as a basis of ongoing internal review. This does not fully ensure the setting assess against robust and challenging quality criteria.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage, which enables children to make good progress overall. Systems for observations, assessment and planning is fully personalised for the individual learning needs of the children. Learning journeys record children's individual needs and progress. Parents meetings keep parents informed of children's progress and they are actively encouraged to share children's learning at home with the setting. Key workers know the children well, which ensures activities meet their individual learning needs. Babies benefit from a bright and cheerful room, with ample space for crawling and exploration. They have access to a good range of toys to stimulate their interest, such as a variety of treasure baskets and natural materials.

All children have access to a wide range of interactive toys, which helps to develop children's understanding of everyday technology. They enjoy a range of craft activities using a variety of materials, such as, shiny paper, boxes and glue. They develop their small muscles using dough and explore water, sand and paint. Older children's writing skills are well developed and they are positively encouraged to make marks with paint in the outdoor area. Children enjoy confidently counting the spots on the large dominoes and pre-school children are excited when they count up to 15 spots. A good range of books are available around the setting and children enjoy small group story times, joining in with the story and anticipating what moods the colours are in, for example, a happy colour. Children in all areas show they are happy and confident and engage with adults readily. Older children in particular chatter willingly with adults and each other and show they are confident communicators. This coupled with their developing skills in information and communication technology and problem solving contributes to their future economic well-being. Children are well behaved and interested in their learning, as staff provide lots of positive praise and encouragement.

Children learn about the importance of healthy and nutritious food. A cook prepares all meals on the premises each day using plenty of fresh vegetables and fruit. Meals are interesting and varied and meet children's individual dietary needs. Children confidently serve their own meals and drinks and use real cutlery. This helps to develop their independence and promotes their self-esteem. Hygiene in the setting is promoted well and resources and furniture are clean and safe. Weekly yoga sessions enable children to develop muscle tone and coordination, fostering a positive attitude to exercise. Children show a clear understanding of the importance of washing their hands prior to eating or after using the toilet because staff provide consistent guidance. Children are developing their understanding of dangers and how to keep themselves safe. For example, they regularly take part in fire evacuation drills and routinely help to tidy away toys from the floor taking responsibility for their own and others 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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