

Easterside Day Nursery

Inspection report for early years provision

Unique reference number	EY411165
Inspection date	16/08/2011
Inspector	Julie Morrison
Setting address	St. Thomas More RC Primary School, Erith Grove, MIDDLESBROUGH, Cleveland, TS4 3QH
Telephone number	01642317222
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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

Easterside Day Nursery is one of six nurseries owned by Rosedene Nurseries limited. The nursery operates from self-contained premises in the Children's Centre within St. Thomas More Roman Catholic Primary School, situated in a residential area of Middlesbrough. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. The nursery also provides wrap-around care for children attending both St. Thomas Moore Roman Catholic Primary School and Easterside Primary School. The nursery is registered to care for a maximum of 36 children under eight years at any one time, all of whom may be in the early years age range. They currently have 68 children on roll, of which 39 are in the early years age range. The nursery offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides support for children with special educational needs and/or disabilities. The nursery employs seven members of staff. The manager holds a National Vocational Qualification (NVQ) Level 4 in childhood studies, the deputy manager holds a BA Honours in Childhood Studies and is an Early Years Professional; two members of staff hold a NVQ Level 3, two staff hold a NVQ Level 2 qualifications and one is working towards a Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are effectively met through the good quality care and education provided by enthusiastic early years practitioners. The nursery provides an inclusive, welcoming and friendly environment where children are kept safe and secure. They make good progress in their learning and development overall as staff have a well-developed knowledge of each child's individual needs and use this to provide a wide range of activities which cover all areas of learning. Partnerships with parents are good, and highly effective partnerships with other professionals ensure that all children are fully supported, successfully promoting continuity of care and learning. The proactive manager and dedicated staff team demonstrate an effective commitment to improvement through reflecting on practice and self-evaluation.

What steps need to be taken to improve provision further?

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

- extend systems to show how identified next steps in children's learning are fully used to inform future planning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by qualified, experienced staff who promote children's safety and welfare throughout the nursery. Robust safeguarding policies and procedures are implemented by trained staff who have a good understanding of their roles and responsibilities should they have any concerns regarding the children in their care. Children's safety and welfare indoors, outside and during outings is promoted effectively. This is through the completion of detailed written risk assessments and daily health and safety checks. Children are cared for by suitable people who go through a robust recruitment procedure, induction and appraisal process. All documents to safeguard children are in place and effectively maintained, for example, daily registers, accident records and children's records and parental consents.

Staff and management demonstrate an ongoing commitment to further developing their skills and knowledge to improve outcomes for children. They meet regularly to reflect on practice and have made good use of the Ofsted self-evaluation form and action plans to identify areas for improvement. They continue to make improvements since the registration of their setting and the manager has a clear vision for future developments. This includes developing the outdoor play area. Staff deployment is good, ensuring that all children are fully supervised and receive support and encouragement throughout the session. Resources are plentiful and of good quality. A wide range of activities are set up prior to children's arrival and low-level storage is clearly labelled. This supports participation and encourages children to make independent choices about their play and learning.

Relationships with parents are well established and they are kept up to date about their children's achievements, well-being and development. This is achieved through a variety of ways including, newsletters, notice boards, parent's evenings and daily diaries for younger children. There are good systems in place for gathering information about children's individual needs and development prior to them starting at the nursery. This is combined with observations to ensure that staff have a good understanding of children's starting points. Feedback from parents is very positive about the nursery. They describe the nursery and staff as 'brilliant and fantastic' and describe how their children 'have come on leaps and bounds in such a short time'. The setting supports equality and inclusion throughout their practice. Staff work extremely efficiently with other professionals and agencies, such as social workers and speech and language therapists, to ensure that children get all the help and support that they require. The manager is particularly forward thinking and has made excellent links with other early years practitioners. This highly collaborative approach ensures that children's transitions from nursery to other settings is managed extremely effectively and successfully supports continuity of learning and care for children.

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

Children are making good progress in their learning and are happy and secure at the friendly nursery. They settle quickly on arrival, through a cuddle or friendly greeting from staff, and are clearly familiar with the nursery routines. Children are well supported by enthusiastic practitioners, who have a good understanding of the Early Years Foundation Stage. The key worker system enables staff and children to form good relationships with each other and staff clearly know the children well. This is combined with detailed files of observations and assessments which show that children are making good progress towards the Early Learning Goals in relation to their starting points. Planning ensures that all areas of learning are covered and this is based on children's interest. However, it is not always clear how the identified next steps in children's learning are being used to inform the planning. This means that it is difficult to demonstrate how planning is based on children's individual development. However, this has a minimal impact on children's progress as staff clearly know what stage of development their key children have reached and what they are helping children to achieve next.

Children feel valued and their self-esteem and sense of belonging is fully encouraged. This is due to the staff displaying their artwork around the room and rewarding and praising positive behaviour and achievement. Older children comment that they enjoy coming to the holiday club and generally all children behave well and engage in the activities provided. All children have access to a wide range of sensory experiences. For example, babies explore baked beans, and sweet corn; they learn about the world about them by sampling a variety of natural resources in treasure baskets. Children have good opportunities to develop their creative skills. Older children remain engrossed for extended periods of time, colouring and making bookmarks, while younger children enjoy getting messy with paints and making handprints. Even babies are encouraged to begin to develop their mark-making skills with paint brushes and crayons. Children are developing a good interest in technology. For example, they use the whiteboard and computer confidently to play art programs and matching games. Younger children use their imagination and practice their emerging language when playing with electronic tills and pretending to speak on a mobile phone. Children confidently help themselves to the small world toys and construction materials. They use magnetic blocks to work with their friends to create worms and trains. Mathematical opportunities and children's communication and language skills are promoted by staff as the children play. For example, staff introduce language, such as 'bigger', 'long' and 'smaller' into their play and encourage them to count how many handprints they have. Such activities help children to begin to develop valuable skills for the future. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider world, for example, setting up a Chinese restaurant and dressing up in a variety of costumes from other cultures.

Children take part in a variety of experiences that promote a healthy lifestyle. They enjoy spending time outside where they ride on scooters, bikes and play parachute games with the staff. Healthy eating is promoted well at the nursery. They benefit

from healthy eating activities, such as tasting new fruits and growing and eating their own vegetables which they have planted in their outside vegetable garden. Children are beginning to manage their own personal care well. For example, they independently wash their hands and staff encourage them to wipe their own noses and dispose of tissues correctly. Children are developing a good understanding of safety as they take part in fire drills, practice road safety and have visits from the local police to talk about stranger danger and internet safety with older children. Staff further reinforce children's understanding of keeping safe with gentle reminders, for example, to sit down when using scissors.

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	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	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