

The Croft Nursery (Newcastle)

Inspection report for early years provision

Unique reference number	218503
Inspection date	19/09/2011
Inspector	Sylvia Cornock

Setting address	The Croft Nursery School, The Croft, 102 Lancaster Road, NEWCASTLE, Staffordshire, ST5 1DS
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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

The Croft Day Nursery opened in 1990. It is one of two nurseries privately owned. It operates from a two storey, detached house within its own grounds on the outskirts of Newcastle town centre, Staffordshire. Areas used are two rooms on the ground floor and two rooms on the first floor. All children share access to a secure enclosed outdoor play area. The nursery serves the local community and wider area. The nursery is open each weekday from 7.30am to 5.45pm, for 51 weeks of the year.

A maximum of 50 children under eight years of age may attend the nursery at any one time. Of these, not more than 27 may be under two years. The setting currently takes children from birth to five years of age. There are currently 62 children on roll who are within the early years age range. The nursery is in receipt of funding for early education. The nursery currently supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register.

There are 14 members of staff, including the manager, who work directly with the children. The manager holds a teaching qualification, two staff hold a BA honours degree, two staff hold a foundation degree in Early Years, eight staff members hold National Vocational Qualifications at Level 3 and one staff member at Level 2.

The setting is supported by the local authority and is a member of The National Day Nursery Association (NDNA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted with some outstanding aspects. Staff are professional and endeavour to maintain a high standard of care and education. Children make good progress in their learning and development and enjoy an extensive range of highly enjoyable activities and resources. They are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Children's progress is imaginatively shared through excellent partnerships with parents and carers. Overall, the setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- provide equipment and resources for the pre-school aged children that are

sufficient, challenging and interesting and that can be used to support specific skills

- develop links with other settings and carers to ensure progression, continuity of learning and smooth transition for children.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Effective recruitment, employment and induction procedures are in place to protect children. Staff have a secure knowledge and understanding of safeguarding through training, comprehensive policies and procedures. The whole staff team is enthusiastic and highly motivated towards providing good quality care and education for children. This is demonstrated through the high standards of qualifications and their desire in attending further courses. Consequently, they work effectively as a team because they feel valued, supported and involved with the setting. Staff have enthusiasm and show a high commitment towards their involvement in the self-evaluation process in order to bring about continuous improvement. The two recommendations from the last inspection have been appropriately addressed.

The organisation and management of the setting is good with the focus on helping children to make good progress and promoting their welfare. For example, staff use effective daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Efficient risk assessments are completed for all outings to ensure children's safety. A comprehensive equality and diversity policy outlines a high priority to promoting inclusive practice. Staff have a good understanding of individual children and as a result, their needs are appropriately met. Children with special educational needs and/or disabilities are extremely well supported through the staffs' exceptional liaison with other professionals, parents and carers. However, there are currently no systems in place to exchange information with other settings and carers to ensure the progression, continuity of learning and smooth transition of children. Staff keep good quality daily records of children's progress and make detailed activity plans, to ensure the six areas of learning are being provided, offering a stimulating and effective environment for children, both inside and outside. As a result, children's interests are captivated and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve.

Partnership with parents and carers is exceptional as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions and the completion of the child's daily record book. Staff offer outstanding support and guidance to enable parents and carers to effectively be involved in their child's learning and achievements. Displayed information, children's artwork and informative 'learning journeys' clearly display to parents the good quality care and education that is offered. Parents and carers comment on how valuable they find this and their appreciation of the staffs commitment and support to them and their child's welfare and education.

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

The learning environment provided by the staff is well organised and their skilful interact with children supports their learning and enjoyment. Children's levels of achievement are good in relation to their starting points and capabilities. Staff greet the children into the nursery with a welcoming smile and as a result, all children feel secure, confident and at home. Staff organise the space and wide range of resources within the indoor and outdoor areas with great skill offering a wide choice of experiences and interests. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play. As a result, children make significant gains in their learning and development.

Children are developing well in their personal, social and emotional development because staff make effective use of praise and confidence building. They are skilful at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. They provide good quality resources to enhance children's development of communication, language and literacy skills. Children enjoy reading as they freely access an extensive selection of books and use their writing skills in a variety of ways. They are competent in recognising letters and numbers and older children are confident in counting to ten in French. They demonstrate good listening and concentration skills. For example, children sit together and eagerly take part in story-time.

Children's creativity is supported through a wide range of resources and access to a substantial range of role play equipment, construction toys and an extensive range of media, such as, chalks, paint, sand, water and dough. They enjoy having opportunities to design and make objects using recycled materials. Staff take every opportunity to develop children's technology and problem solving in many everyday situations and using the computer, telephones and cameras. All children at planned times throughout the day enjoy and have great fun in the stimulating outdoor areas. However, equipment and resources for the older pre-school aged children to support specific skills, such as, climbing and balancing are limited. Many of the outdoor activities are also available indoors.

Children's welfare is promoted by the staff to a consistently high level. For example, the promotion of healthy eating is outstanding because staff provide children with an extensive understanding of which foods and drinks are good for them, through the healthy and nutritious snacks and meals provided. Children know how to adopt good personal hygiene as they use the toilet and wash their hands. They practise how to stay safe in an emergency as they take part in evacuating the building. The setting focuses heavily upon promoting the children's emotional and physical health and cultural diversity. They embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals and have an excellent understanding of helping others as they fundraise to support a number of charities. Staff blend daily routines and activities together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit good skills for the future.

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	1

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	1
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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