

Childcare Battle Hill

Inspection report for early years provision

Unique reference number	EY229938
Inspection date	28/09/2011
Inspector	Janet Fairhurst

Setting address	Bromsgrove Close, Battle Hill, Wallsend, NE28 9SA
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Telephone number	0191 643 2324
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Email	
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Battlehill Nursery has been registered since 2002. It is owned and managed by Childcare within School Improvements, North Tyneside. The nursery is situated within Battlehill School Complex. Children are based in four rooms according to their age group and all have access to an enclosed outdoor play areas. It is open each weekday from 7.30am to 6pm, 52 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 55 children may attend the nursery at any one time, of these 18 may be under two years. There are currently 80 children on roll all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language.

There are 16 members of staff, all of whom hold early years qualifications to at least level 2. The setting receives support from an Early Years Educator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nursery and receive a very good level of care because the staff work closely with individual children and their families. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play. Children's learning journals are informative but some finer details are not recorded. Highly effective partnerships between providers, parents and other agencies ensure individual children's needs are met and their protection assured. Policies and procedures underpin the service offered however, complaints information is not up to date. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates a very good capacity to make continuous improvement and sustain its existing high standards.

What steps need to be taken to improve provision further?

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

- up date the regulators contact details held within the complaints policy
- build upon the already good 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 are very well protected because staff have an excellent understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. There are effective recruitment and induction procedures in place, to ensure suitability of those involved in children's care and play. A detailed range of policies and procedures, understood and consistently implemented by staff, are used to inform practice and promote the welfare of the children who attend. This combined with effective recording systems for medication administration, accidents and allergies further ensures children are extremely well protected. Detailed risk assessment systems are implemented and effective systems are in place to ensure children's security. This was demonstrated effectively through parents explaining that they could not allow anyone to enter the nursery without staff being present.

Space and resources are organised well to support the children's learning. The children confidently and independently access resources, and older children help to tidy them away when they have finished. This helps them to make choices about their learning and play. Equality and diversity is promoted well with activities throughout the year that celebrate a variety of festivals, as well as the visible examples of other written languages displayed around the nursery. The setting benefits from a Specialist Educational Needs Coordinator who is confident in her role and positive about working with other providers to meet children's individual needs. Effective procedures, such as, gathering key words from parents and working with other professionals who can act as interpreters, ensure that children with English as an additional language are included at the setting.

Partnerships with parents and other professionals are excellent. New families are made to feel very welcome with settling-in sessions tailored to their needs. All necessary information is gained about individual children through, 'All about Me' books as well as through regular updates to their details, such as, information concerning allergies as they grow and develop. Parents access a wide range of information regarding their child's welfare, learning and development, for example, notice boards, daily discussions and planning. However, the regulator contact details held within the complaints policy requires updating. Parents meaningfully contribute to their child's progress record, which means they are fully aware of the range of activities children enjoy and their achievements. Parents' evening and discussions focusing on learning journeys are both seen as very beneficial. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity is promoted for all children. Typical comments from parents include, 'always find staff approachable and enthusiastic', 'they provide positive learning experience that increase my child's confidence and speaking skills'. Parents feel fully informed about how their children are progressing, and are able to support their development at home through initiatives, such as the activity bags and lending library.

Effective systems are in place to monitor and evaluate the provision. Team

meetings are used effectively to identify areas for development, and senior management work well to develop action plans. These are used to good effect to prioritise areas for development. The whole staff team have been involved in the self-evaluation process, and have completed a very detailed evaluation of their setting and drawn up a very clear and achievable action plan.

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

The dedicated staff are highly enthusiastic with a secure understanding of the Early Years Foundation Stage. They are very aware of the value of using the children's personal interests as a basis for activity planning and they clearly know the children well. Assessment is used very effectively. Staff make very useful observations of any significant points in children's development. This information is then used to plan next steps in learning. However, although it is clear that staff use these plans in order to meet children's next steps this is not always shown in the children's development records. A good balance between planned activities and children's spontaneity ensures tasks closely match children's abilities and interests, so a very good rate of progress is maintained. Staff are currently piloting a tracking scheme which uses detailed and accurate data to identify gaps in children's learning which enables staff to respond at an early stage.

The children enjoy opportunities for free choice in their play and become happily engaged in their exploration. For example, babies investigate treasure baskets of natural objects, while staff sit alongside to encourage them. High quality language provision is everywhere. It is closely linked to everyday activities so children experience a setting rich in language opportunities that are exploited very effectively by staff. Children proudly show their pencil work to those nearby and know their work is valued, because it is displayed around the room. Children practise and consolidate skills as staff sit with them providing discrete support and direction. A variety of art and craft activities, such as, painting, gluing and drawing, help children to develop their creativity. Children use technology well to support their learning. Older children enjoy free access to the computer and whiteboard and demonstrate growing skills in this area using the various programmes to support their problem solving skills. Younger children and babies like to play with interactive toys, pressing buttons that make objects pop up and create sound.

Throughout the setting children have appropriate opportunities to develop their understanding of problem solving, reasoning and numeracy. For example, toddlers recognise and point to familiar items, such as the ball. Staff interactions support their knowledge of one-to-one correspondence as they match colours and shapes. Likewise, the older children use number language spontaneously and count with accuracy during play. Positive relationships between staff and children are significantly enhancing children's social skills and emotional well being. For example, babies climb onto staff's lap for a cuddle, while older children greet their friends as they arrive. Staff caring for the babies create a nurturing and caring environment. Babies' personal routines are really respected. For example, the

sleeping baskets and floor mattress allow children to make choices about where and when they rest.

Children's welfare is paramount at the setting and is promoted extremely well. Illness, infection and hygiene is managed very well within the setting, which contributes to successfully promoting children's health and well-being. Informative posters around the nursery highlight important health issues and initiative. For example, National Dental week and the importance of registering with a dentist. Children independently wash their hands throughout the day and enjoy healthy and nutritional snacks and meals. Outdoor play is a central feature of the nursery day where they are able to play in all weathers. Children enthusiastically ride on bikes, balance on beams, build with blocks and participate in obstacle courses which they themselves have helped to design. A planting area has been developed where children grow and tend to their flowers and climbing shrubs. This provides good opportunities for those children who learn better through physical activity. Children of all ages are comfortable about approaching staff for support with activities which shows they feel safe, such as, to read a book together or when they are feeling tired, including those new to the setting.

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	1
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	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	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