

# Children's Choice at Southridge

Inspection report for early years provision

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<b>Unique reference number</b>	EY275280
<b>Inspection date</b>	12/10/2011
<b>Inspector</b>	Jacqui West

<b>Setting address</b>	Southridge First School, Cranleigh Place, Whitley Bay, Tyne and Wear, NE25 9UD
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<b>Type of setting</b>	Childcare - Non-Domestic
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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**

Children's Choice at Southridge is one of two childcare provisions privately owned by Children's Choice Nursery. It opened in January 2004 and is located within the grounds of Southridge Primary School in Whitley Bay. It operates from two separate buildings. The playgroup is based in a demountable structure and the wrap-around care is based inside the school premises, parallel to the school nursery. The setting has access to a range of outdoor play areas. The setting is registered to provide care for a maximum of 128 children at any one time. There are currently 75 children on roll aged from two to five years. Wrap-around care is provided for 51 weeks of the year and is open Monday to Friday from 8am until 18.00. The playgroup and breakfast club are open during term time only. Playgroup sessions run each week day from 9.10am until 11.40am. The setting serves the local community and surrounding areas. There are a total of 14 staff that work across the provision. Of these, one holds an early years level two qualification, six hold a level three qualification and one member of staff is qualified to level four.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are very happy and settled in this extremely welcoming and inclusive setting. Staff demonstrate an excellent understanding of the Early Years Foundation Stage and superior systems for observation and assessment are in place. Consequently, key workers know their children very well. The planning is skilfully tailored to personalise learning experiences for children. Partnership working is outstanding. Excellent systems for ongoing self-evaluation ensure the setting continually improves the quality of the provision it offers.

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

To further improve the high quality early years provision the registered person should consider:

- ensuring there are suitable facilities for the hygienic storage of all children's soothers.

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

The arrangements for safeguarding children are very good. All staff attend ongoing training and are very knowledgeable about the signs and symptoms that indicate possible abuse and the procedure to follow. A rigorous recruitment procedure ensures that staff are vetted and deemed suitable before they have unsupervised access to children. Staff show a real committed to further training. Some recent courses include, fire safety, first aid, health and safety, safeguarding and

behaviour management training. Children's safety is ensured as visitors sign in and out to allow staff to monitor who has access to the children. The entrance is secure and effective collection procedures are in place. Children are closely supervised by staff and ongoing risk assessments both indoors and outdoors further enhance children's safety. All areas used by the children are extremely well organised. Each area of the provision offers a rich, stimulating range of activities and resources that are effectively labelled using pictures and words, in both English and additional languages. Children's work is beautifully displayed which helps to raise their self-esteem. Staff are fully committed to providing an inclusive environment and offer excellent support to children who speak English as an additional language. They work extremely closely with parents, carers and other professionals to ensure children receive the ongoing support they need. This is reflected within the assessment records.

All staff are highly motivated and ensure that excellent relationships with parents and carers are maintained. Parents and carers are highly valued by the nursery and as a result they have formed outstanding partnerships with them. Induction procedures are excellent and are tailored to the individual needs of the child. There are excellent systems in place to secure feedback from parents and carers, including a suggestion box, regular questionnaires, shared journals and parents evenings. Parents and carers are highly complimentary of the setting. They express their sincere gratitude for the levels of care given and praise the warm and friendly setting. Detailed journals and diaries are used as a working tool between staff, parents and carers to ensure all parties are fully informed of the children's progress. This is conducive when supporting learning at home. The setting has worked extremely hard and has successfully forged first class working relationships with the schools, childminders and other professionals. Purposeful written documentation is shared between the childminder, parents, carers and other settings. This has a significantly positive impact on children's learning and development. All staff are extremely enthusiastic and work hard to continually improve the service, they show increasing confidence as they test their practice in order to improve outcomes for children. For example, they experiment with integrating the wrap around provision and nursery school. Self-evaluation is comprehensive, thorough and evaluative. It takes into account the views of all users, providing an accurate assessment of their strengths and areas for improvement. The setting is extremely well supported not only by the owner but by the school as a whole. Recommendations from the previous inspection have been fully addressed.

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

Staff demonstrate a thorough understanding of the Early Years Foundation Stage. Children are provided with a rich, stimulating environment of exciting opportunities to enable them to make very good progress across all areas of learning. The planning truly captures individual children's interests. For example, written information from the parents and carers inform staff of a child's interest in transport. Staff extend the learning and incorporate many exciting activities such as, painting with vehicles and arranged a visit from the fire fighters. Children are

very happy and have formed excellent relationships with staff and their peers group. They demonstrate impeccable manners and they say 'excuse me' and 'thank you' without reminders from staff. Children confidentially make their needs known, these are valued and respected by staff. For example, some children choose not to go outdoors. Children enjoy being creative as they mix paints together and guess the colour it may make. They have exceptional opportunities to learn about the natural world as they engage in extremely well planned activities. For example, in the playgroup they carried out project inspired by a child's interest of the book 'the hungry caterpillar' they explore the sensory garden using magnifying glasses and try new foods. Children are extremely confident communicators. They are able to express themselves with confidence. For example, two children discuss the plan for their play while dressing up. Children confidently describe to staff what they know and understand such as, 'when you see black clouds the rain comes'. Staff are skilled and ask a lot of open-ended questions to extend children's learning and encourage full interaction from the children. Some young children use single words to communicate with staff. Staff respond to them with warmth and kindness, which in turn supports children's self-esteem and confidence. Children have many opportunities to practice their mark-making and writing skills as they play imaginatively with clipboards as registers to check which children are present. They develop a very good understanding of the need to value others. This is achieved through access to a good range of resources and purposeful planned activities aimed at an appropriate level. For example, a parent came into the setting to share her knowledge of the traditions of the Chinese new year and develop activities with children in the wrap-around care, in the form of a restaurant. Children make very good progress in their information and technology skills through ongoing access to very well thought out resources and experiences. For example, children confidently navigate their way when using a computer, programmable toys and digital cameras.

Children's health and well-being is promoted exceptionally well. Meals are healthy and freshly prepared on the premises by the cook. Children's dietary requirements are confidentially recorded but accessible to ensure children's needs are fully met. Snack time is a pleasurable social event, staff and children engage in meaningful conversation. Outdoor play is a central feature of the day and all children have the opportunity to explore well planned and thoughtfully resourced outside areas available to them. Good steps are taken to prevent the spread of infection. Policies and guidance are shared with parents. However, some children's soothers are not always stored hygienically. Timely reminders from staff help children to learn how to keep themselves safe. For example, they practice emergency evacuations and staff offer children simple reminders of how to keep safe. Documentation is very well organised. Staff demonstrate an excellent understanding of the documentation they have in place and the reason for it. All essential records and well-written policies are in place, this has a significantly positive impact on 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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