

Childcare Shiremoor

Inspection report for early years provision

Unique reference number	310203
Inspection date	14/11/2011
Inspector	Julie Morrison

Setting address	9 Bridge Terrace, Shiremoor, Newcastle Upon Tyne, NE27 OTA
Telephone number	0191 643 8296
Email	amanda.taylor@northtyneside.gov.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Childcare Shiremoor is owned and managed by North Tyneside Council and has been registered since 1992. It operates five from rooms within the Shiremoor Children's Centre, in Shiremoor, North Tyneside. The nursery has access to an outdoor play area. The nursery is open 7.30am to 6pm for 52 weeks of the year, excluding bank holidays. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 99 children at any one time, of these no more than 33 children may be aged less than two years. The nursery offers 58 places for children under the age of five years with an additional 41 places allocated for the creche provision. They currently have 120 children on roll, all of which are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. Links have been made with the local school and partnership arrangements established with other early years settings. The nursery employs 19 members of staff who work directly with the children, all of these hold a minimum of a level 2 early years qualification and the deputy manager has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the warm and welcoming nursery because the friendly staff team take time to get to know them and their families well. Excellent procedures are in place to support children's good health and partnerships with other professionals are strong. This supports children's welfare and promotes an inclusive environment. Children make good progress in their learning and development as staff have a well-developed knowledge of each child's individual learning needs and use this to provide a wide range of activities which cover all areas of learning. Effective self-evaluation processes have been established and the staff and management team demonstrate a genuine commitment to continuous improvement. This helps to positively promote outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems to identify children's starting points based on information gained from talking to them, their parents and observations
- develop a systematic approach to ensure that all staff consistently evidence how observations and information provided by parents have been used to inform future planning and to track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by qualified staff who promote children's safety and welfare well. Robust safeguarding policies and procedures are implemented by trained staff who have a good understanding of their role and responsibility should they have any concerns regarding the children in their care. Children's safety and welfare indoors and outdoors 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.

Relationships with parents are good and effective systems have been introduced to ensure that 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, parent's evenings, daily diaries and communication bags. Staff take time to talk to parents at the start about their child's individual needs and all required information to support their welfare is obtained. The nursery has recently introduced 'all about me' forms to gather further information about children's individual learning from parents. However, systems to identify children's starting points are not sufficiently robust which makes it difficult to effectively track children's progress. The impact of this on children's progress, however, is minimal as staff clearly know the children well. Feedback from parents is very positive, they describe the nursery as 'fantastic' and the staff as 'extremely friendly and helpful'. The nursery demonstrates a genuine commitment to inclusion and very effective procedures have been established to work closely with other professionals to ensure that all children, including those with special educational needs and/or disabilities have their individual needs met well. Transitions to other schools and nurseries are supported well, for example, accompanying parents on visits to other settings.

Staff and management demonstrate an ongoing commitment to further developing their skills and knowledge to improve outcomes for children. They hold in-house training days, provide peer support for staff and meet regularly to reflect on practice. This is combined with a service improvement plan and completing the Ofsted self-evaluation form to identify areas for improvement. The nursery continues to make improvements since their last inspection and the management team have a clear vision for future developments. This includes, improving systems for sharing information with other providers of the Early Years Foundation Stage on an ongoing basis. Staff deployment is good, ensuring that all children are fully supervised and receive support and encouragement throughout the day. Resources are plentiful and of good quality and children move around the space confidently. A wide range of activities are set up in each room and most resources are stored at children's height. This supports participation and encourages children to make independent choices about their play and learning.

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. The key worker system works well and enables staff and children to form good relationships. Staff have a good understanding of the Early Years Foundation Stage and most support children's learning well. Each child has an individual learning file, which includes photographs and observations of their learning. Systems are in place to use observations to inform future planning and to provide evidence to track children's individual progress towards the early learning goals. However, not all files have been effectively completed. This means that for some children it is not clear to see how observations or feedback from parents have been used to inform planning and it is difficult to track their progress.

Children feel valued and their self-esteem and sense of belonging is fully encouraged. This is due to the staff displaying their artwork, photographs of their families and rewarding and praising positive behaviour and achievement. Most staff support children's progress well. They are actively involved in their play and ask open-ended questions to extend their learning. For example, as children play with play dough, they ask them, 'how fat is it?' and 'what does it feel like?' Children are confident and articulate at the setting. They take an interest in visitors and proudly talk their activities. Their communication and literacy skills are further promoted as they independently select books and join in enthusiastically with well-known rhymes, such as 'head shoulders, knees and toes'. Children have very good opportunities to learn about the natural world. For example, as they explore branches, twigs and leaves, they are delighted to find a spider and ladybird. This is greeted with great enthusiasm as they rush off to find magnifying glasses to look at them. They play with toy frogs on the branches and sing 'five little speckled frogs'. This supports their mathematical skills as staff encourage children to count how many they will have if they take one away. Older children also enjoy exploring the natural world and are encouraged to problem solve as they use the branches to build dens. Babies have good opportunities to explore a wide range of natural and man-made objects. They begin to develop a sense of self, for example, when they look at themselves as they crawl through mirrored tunnels. Children develop a sensitive awareness of diversity and 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, taking part in local Chinese New Year celebrations and having themed days, such as 'Africa day'. They use information and communication technology well to develop their skills for the future. For example, older children confidently use the computer, while younger children talk on toy mobile phones and take photographs using digital cameras.

Children have good opportunities to learn how to keep themselves safe through discussion, clear rules and boundaries implemented by staff. For example, staff encourage them to consider how to keep themselves safe, whilst manoeuvring branches around outside. This is combined with planned activities, such as visits from the local fire brigade and practising fire drills. Promoting children's good

health is a particular strength of the setting and children have excellent opportunities to learn about healthy lifestyles. They have constant access to the very well resourced outdoor play area where they can climb, balance, hide and run. The nursery is firmly committed to raising children's awareness of recycling and to promoting a sustainable environment. The outdoor area provides a huge variety of children's art work, including pumpkins made out of old carrier bags, a light house sculpture made from used cans and a den made out of recycled plastic bottles. Children's excellent understanding of keeping healthy is further promoted as they plant, grow and eat a variety of different fruit and vegetables, including strawberries, peas and beetroot. Role play helps to support children with hospital visits and 'milky the bear' provides reassurance to children on their first dentist trips. All relevant documentation with regard to children's good health, including specific dietary needs, consent forms and a monthly audit of any accidents, are in place and up to date. These further ensure that children's well-being is exceptionally well promoted.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----