

Tynemouth Nursery Group @ N.T.C.

Inspection report for early years provision

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Inspector

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Type of setting

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.

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

Tynemouth Nursery @ N.T.C is a private nursery, which is part of the Tynemouth Nursery Group Limited, run on behalf of North Tyneside College. The Nursery opened in April 2004, operating from a recently refurbished and extended building with four separate rooms and an outdoor play area, within the grounds of North Tyneside College.

Registration is for 37 children up to eight years of age. At the time of inspection there were 27 children on the register, and six full-time members of staff and a manager. The staff are qualified to the equivalent of National Vocational Qualification Level 3. The group opens 8am until 6pm Monday to Friday, five days a week including school holidays.

The nursery caters for the children of students that attend North Tyneside College and places are also made available to the local community and surrounding areas.

The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and caring environment where they are kept safe and secure and their overall needs are met. However, nursery registration processes do not fully comply with all requirements. Children make steady progress in their learning and development because they are provided with a range of activities, both indoors and outdoors, although these are not always appropriate for their ages and stages. Partnerships with parents are supportive and positive and the nursery provides suitably for the needs of children and families with English as an additional language. The nursery management has begun to engage in a process of self-evaluation to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- take account of the differing needs of individual children within the setting and tailor your approach to each child's needs
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff are aware of the policies and procedures in their staff handbook and implement them in their practice. They demonstrate that they know how to report and record any concerns they may have about children. Most members of staff have attended paediatric first aid courses so they deal with minor injuries and illnesses and record these appropriately. Risk assessments are done on a daily basis, which ensure the indoor and outdoor spaces are safe for children. Staff are familiar with the evacuation procedures and fire drills are carried out. Vetting and recruitment procedures generally ensure staff are suitable and well-qualified. The provider failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

The nursery has a range of age-appropriate toys and resources which are well organised, clearly labelled and stored so that children benefit from being able to access them independently. Both age groups have easy access to the outdoors and the older children can access a small outdoor area freely. Children's key persons are clearly identified to parents. Staff spend small group time with their key children each day. This means children are provided with continuity in the adults who care for them which helps support their well-being. The nursery has begun to use the self-evaluation form to reflect on their practice, although the whole staff team are not yet fully involved in this process. Consequently, strengths and priorities for development are not clearly identified.

Parents are welcomed into the setting. Newsletters and daily diaries are used to share information and have opportunities to discuss their children on a daily basis. Staff encourage parents to contribute comments about their child's achievements and these are recorded on an 'I can' tree and board. Parents can ask to see the child's colourful learning journey file which contains a mixture of photographs and observations. Children's learning and development is also shared at individual parent meetings with the children's key person so that parents are kept informed of their children's progress. Children with English as an additional language attend the nursery and support has been sought from the college language tutors. This means staff can communicate with parents and are able to recognise some words children use so that children's needs are provided for appropriately.

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

Staff have a sound knowledge of the Early Years Foundation Stage and use their regular observations of individual children to mostly plan mostly appropriate activities. For example, children's interest in who is the tallest results in a measuring project linked to a story which helps children understand that all children are special. Children are learning to count by playing engaging games such as feeding bananas to a monkey. They also practise counting as part of their

routines when they line up to go outside. Adults help children complete jigsaw puzzles which helps develop their problem-solving skills. Children are developing creativity as they freely paint pictures. They develop their imaginations because they have opportunities to engage in pretend play exploring the well-resourced home corner. Using magnifying glasses and looking closely at shells helps children develop an understanding of the world around them. Babies are supported particularly well. Adults respond enthusiastically with talk and facial expressions to the sounds very young babies make, which helps them develop good communication skills. The older children's language develops steadily as adults talk with them whilst they play. For example, children discuss how they are making and mixing the play dough and which colour they will choose today. During large group singing and story times younger children become restless and older children are not fully challenged. Consequently, the wide range of children's ages and stages is not always provided for appropriately.

Children are learning to keep themselves safe because staff help them to recognise dangers. For example, adults explain that the wind is very strong and children need to keep away from the fence panel in case it blows over. They are helped to use scissors and show they understand how to use metal cutlery safely to eat their lunch. Healthy lifestyles are learnt about as children and babies are encouraged to be active outdoors daily. Children and toddlers eagerly climb, pedal bikes and balance on obstacle courses they have made themselves. Children are reminded and supported to wash their hands before they eat and so develop appropriate hygiene practices. They eat healthy meals cooked on the premises, which cater for different dietary needs. Children learn about cooking as they bake cakes with help from the cook. Water is available for all children throughout the day so they stay hydrated.

Children's behaviour is generally appropriate in the nursery. They are learning to play with each other. For example, adults help them use a sand timer game to encourage turn taking and sharing. The older children are encouraged to develop their independence as they serve their own food at lunchtimes. They learn to use the toilet independently. Children have access to a computer and music players and use pretend items such as tills, clocks and cameras which develops their skills for the future. There are appropriate images and resources around the nursery which help children develop an awareness of diversity and equality.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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