

G J Daycare

Inspection report for early years provision

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Inspection date	22/11/2011
Inspector	Julie Morrison

Setting address	Department of Social Services, Carlisle House, 2-4 Cambridge Terrace, GATESHEAD, Tyne and Wear, NE8 1RP
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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*.

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Description of the setting

G J Daycare was registered in 2011 and is run by the trustees of the Gateshead Jewish Nursery. It operates from four rooms within a double terraced house near the town centre of Gateshead and has access to an enclosed outdoor play area. The premises are easily accessed for those with disabilities by a ramp.

The day care is open Monday to Friday from 9am until 4.30pm during the term time. They are registered by Ofsted on the Early Years register for a maximum of 31 children at any one time with no more than 24 children aged under two years. There are currently 30 children on roll, all of which are in the early years age range. The setting supports children who have English as an additional language.

The nursery employs 17 members of staff, of these four hold a level 4 childcare qualification, seven hold a level 3 qualification and two hold a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a friendly environment for all children and their families. Sufficient information is gathered from parents at the start to satisfactorily meet children's welfare needs and promote an inclusive environment. Children make adequate progress in their learning and development as staff provide a suitable range of activities which cover most areas of learning. However, systems for observing and assessing children's progress and sharing information with parents are not developed enough in order to fully support children's individual learning needs. The nursery's suitable level of commitment to improvement ensures that they continue to make steady improvements to their practice and promoting 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 the system to show how information gathered from observations is used to plan and provide a wide range of activities which are based on children's interests and individual development
- plan and resource a challenging environment which extends and develops children's language and communication skills through their play, with particular reference to early writing skills
- carry out regular appraisals to identify the training needs of staff
- develop partnerships with parents, involving them in their child's continuous learning and using information provided by them to identify children's starting points.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately supported at the nursery. Most staff have attended in-house safeguarding training and, as a result, have a clear understanding of child protection issues and procedures to follow should they have a concern about a child. This is further supported by a clear written policy. Clear vetting and recruitment procedures have been established and evidence of enhanced disclosure numbers is available for all staff. This ensures all adults looking after children are suitable to do so. However, an appraisal system has not been introduced for staff. This does not effectively support staff development. Children's safety in the nursery is appropriately promoted through suitable procedures such as signing in of visitors, secure entry systems and close supervision of children at all times. This is further supported through risk assessments for each room and daily checks. All documentation required to promote the effective management of the setting is in place, for example, consent to obtain emergency medical treatment and accident records.

Having only recently moved into the premises deployment of resources is still being developed. Inside, they provide a suitable range of age-appropriate resources, most of which children can independently access to help them to begin to make choices about their learning and play. The nursery is beginning to display examples of the children's work which helps them to develop a sense of belonging and promotes self-esteem. The current outside area, however, does not provide a stimulating and challenging environment for all children. However, this has already been identified by management as a key area for development. Although very much in its infancy the management team are beginning to monitor and evaluate their practice. This is done through discussions at team meetings and a positive attitude towards working with their local authority early years advisor to identify areas for improvement. The management team demonstrate a suitable commitment to change, for example, re-structuring meal times to make more effective use of staff time. This supports a steady capacity for continuous improvement.

Partnerships with parents are satisfactory. The systems in place for sharing information with parents are sufficient and include a policy file for parents to view, completion of all information required to meet children's welfare needs and consent to certain aspects of their child's care. Effective use is made of a two-way diary to share information about younger children's care and learning. Parents of older children are adequately kept up to date through verbal feedback and access to their child's individual learning file if they request it. However, although the staff gather verbal information about children's individual learning at the start, in the majority of cases there is no record of this. This makes it difficult to see children's starting points and does not effectively involve parents in their child's ongoing learning. No children currently attend any other settings, however, the staff demonstrate a suitable attitude towards sharing any information with other providers and professionals in order to meet children's individual needs and ensure that all children are included at the nursery.

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

Most staff have a developing understanding of the learning and development requirements of the Early Years Foundation Stage. They have introduced individual files for the children. However, for the majority these are incomplete. Short observations are carried out, however, these are not clearly linked to the areas of learning and do not identify children's next steps in learning. Therefore, although staff do try to plan for the individual child, it is not clear to see how these are based upon children's individual progress towards the early learning goals. Staff and management at the nursery provide a friendly environment and as such, children are developing secure relationships with them, for example, coming to them for reassurance and cuddles. This promotes children's sense of security at the nursery. Children generally behave well in the nursery as staff give regular praise and encouragement and use age-appropriate techniques such as distraction to help to promote positive behaviour. Most staff adequately support children's learning as they play. For example, they ask questions, such as, 'what colour is it?' and 'how many?' as children play with coloured pegs.

Children and babies develop appropriate attitudes to learning and make adequate progress. They experiment for example, with oats and water and move around the space confidently, for example, babies enjoy crawling through tunnels. All children have regular opportunities to be creative, for example, making hand prints with paint, although for some this is only at fixed times during the session. The children begin to develop their hand to eye and coordination as they thread blocks onto strings and build towers. Their early communication skills are supported appropriately as staff chat to them and encourage them to join in with a variety of songs and rhymes. Such activities also support early numeracy skills as they sing counting songs and staff encourage them to count how many doors they can point to. Children are beginning to show an interest in books. They enjoy listening to staff as they read to them and confidently select books to look at independently. However, children do not have constant access to early writing materials and this does not further support their communication and literacy skills. Children have adequate opportunities to develop an awareness of diversity as staff introduce resources which promote positive images of race and gender along with singing songs in different languages. Naturally inquisitive and keen to learn, children's skills for the future are adequately developed through a suitable range of matching games, puzzles and push-button toys.

Children's good health is appropriately supported at the nursery. Most children have daily opportunities for fresh air when they can run around, play on ride-on toys or play on the slide. Meals are provided by parents and staff ensure that children have healthy snack choices which include a variety of fresh fruit. Wiping children's hands prior to eating further helps children to begin to learn about healthy lifestyles. Suitable opportunities are in place to help children to learn about how to keep themselves safe. For example, they practise fire drills and are gently prompted by staff not to climb as they might hurt themselves.

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

The quality of the provision in the Early Years Foundation Stage	3
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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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