

# Tynemouth Lilliput Nursery

Inspection report for early years provision

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**Unique reference number**

310213

**Inspection date**

07/02/2011

**Inspector**

Janet Fairhurst

**Setting address**

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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 is one of five settings run by Tynemouth Nursery Group Limited. The nursery was registered in 2001 under the ownership of Tynemouth Nursery Group Limited and operates from seven playrooms and associated facilities. The nursery is situated in the residential area of North Shields in Tyne and Wear. A maximum of 56 children may attend the setting at any one time. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, except for public holidays. All children share access to an enclosed outdoor play area.

There are currently 62 children aged from six weeks to under five years on roll. The nursery serves the local community and wider area.

The nursery employs 15 staff members, of these, 13 hold an early years qualification. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Staff provide a friendly environment for all children and their families. They have a sufficient understanding of the Early Years Foundation Stage learning, development and care requirements. They are beginning to implement suitable systems to assess the progress children are making. They are starting to plan appropriate play and learning experiences based on children's interests and individual needs. This helps children make sufficient progress towards the early learning goals. Staff are keen to develop the provision they provide and attend some relevant training courses to develop their knowledge and skills, helping them to sufficiently promote outcomes for all children.

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

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

- ensure premises and equipment are suitably maintained and clean to prevent the spread of infection and ensure children are safe
- develop resources to provide a stimulating and challenging environment to ensure children are interested and motivated to learn, giving them access to all resources and the outdoor area during the day
- implement and develop systems for observational assessment, in order to plan to meet young children's individual needs fully

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

Robust systems are in place for recruiting and checking the suitability of all staff. A record of all staff's enhanced Criminal Records Bureau disclosure number and date obtained is in place. Clear policies and procedures are in place to safeguard children. Staff have a sound understanding of the signs and symptoms of abuse and know the procedures to follow should they have any concerns, all of which helps to ensure children are suitably safeguarded.

Risk assessments are in place for indoors, the outside play area and outings. However, some areas of the setting are not sufficiently maintained, such as loose tiles in the downstairs toilet and safety gates not always being secure. Cleaning routines are in place and the setting employs a cleaner daily. However, some resources, furniture and blankets are not always clean. This does not fully protect children from the spread of infection.

A sufficient range of resources and activities are available. However, children do not have continuous access to all resources and areas. Therefore, they are not always interested or motivated to learn. Organisation of daily routines provides regular times, both morning and afternoon, for children to use the outdoor area. However, routines do not yet allow children to move freely between the indoor and outdoor areas throughout the day. All of which, does not fully enable children to make choices and decisions about what they do. This does not fully promote children's self-esteem or learning.

Staff have developed suitable relationships with parents. They gather individual information about each child's needs, which enables them to meet the care needs of all children. A daily exchange of information informs parents of activities their children have been involved in and helps to ensure continuity of care. Younger children have daily diaries, keeping parents informed of children's daily routines. There are currently no children attending, who access care and education in more than one setting. However, the staff demonstrate an appropriate awareness of the advantages of sharing relevant information with other practitioners to ensure continuity and coherence. Adequate systems are in place to evaluate the care and education provided. The staff have started to develop links with the local authority advisor to evaluate the service they provide. This helps to develop their practice and sufficiently promote outcomes for children.

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

Children throughout the nursery are happy, settled and secure. They enjoy the time they spend at nursery, making good relationships with staff and each other. The key person system contributes to children's sense of belonging as staff know the children well. Children become happily involved in play situations, enjoying the support of adults, who interact to enhance children's play and promote learning. Observations and monitoring of children's progress is good and reflects the staff's

secure knowledge of the Early Years Foundation Stage and the individual children in their care. It is evident that assessments from observations are used well to identify children's next steps and to inform planning for each child. However, staff do not record within the children's learning journeys how this is addressed to help track their progress and achievements over time.

Positive relationships between staff and children are significantly enhancing children's social skills and emotional well-being. For example, babies snuggle into staff's arms for their bottle, while older children seek out their friends and greet them as they arrive with enthusiasm. Children are developing a love of books and enjoy sitting in cosy corners. Here, a child was observed reading a book with 'Charlotte' the persona doll. They bring their favourite books to nursery and staff build on and extend their existing knowledge by providing plenty of time to enjoy the stories together. Older children, in particular, are encouraged to focus and develop their communication, language and literacy skills by staff that pose open-ended questions and by asking them to make suggestions. As a result, children are eager to share their suggestions and enthusiastically all join in with group activities. Staff caring for the babies create a nurturing and caring environment where they respond warmly to their babbling, which promotes their communication skills, reinforces their confidence and self-value. There are good learning opportunities for children's mathematical development as they learn through a range of games that support early number skills or reinforce their understanding of shapes. Older children have created a height chart where they regularly discuss and measure how much they have grown.

Children are beginning to use technology to support their learning. Older children enjoy access to the computer, using various programmes that support their problem solving skills. Children use head phones independently to listen to story and music tapes, demonstrating their confidence in the use of information and communication technology equipment. Younger children and babies like to play with interactive and a variety of battery operated toys with flashing lights and musical noises to enhance their interest. Children's natural curiosity is fostered well as they experience the thrill of releasing butterflies outside after they have carefully nurtured them through their lifecycle. Staff are raising children's awareness of the importance of caring about the future of their environment as they recycle paper and plastic and grow their own produce, such as, strawberries, carrots and broccoli. Children are developing a good awareness of multicultural Britain as they celebrate some festivals, such as Diwali and Chinese New Year. A good range of activities, toys and resources help children to appreciate difference, for example, dressing-up clothes, dolls and puzzles. Their learning is further enriched by visiting teachers delivering Spanish and creative craft sessions. Throughout the nursery, there is a suitable range of activities and resources available for the children to make their own choices. However, the children within the pre-school have limited independent access to creative resources and materials to allow them to express and experiment freely.

Children enjoy the freedom of outdoor play where they enjoy the fresh air and exercise. They run around, dig in the mud and sand pit and demonstrate their skills as they balance on the log and tyres. The staff are very good role models. They treat the children with great respect and value their efforts. Praise is used

well. Children are taught the importance of helping each other and appreciating the achievements of others. Every effort is made to promote self-esteem and to give children opportunities to demonstrate their knowledge and skills, such as when a child was asked to talk about her book that she had brought into nursery. Children's behaviour is very good, they clearly know what is expected of them and are very kind and caring to all their friends, which helps them to feel a strong sense of belonging. Children play very cooperatively together and consider one another during their play. For instance, while digging in the mud pit, a child helps another to find a spade. The children are aware of the importance of personal hygiene as they wash their hands frequently, use tissues for noses and brush their teeth after lunch. Children are actively involved in keeping themselves safe. They are encouraged to share toys, not to run indoors and to look after the toys and equipment. Regular evacuation drills are helping the children to learn what to do in an emergency.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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