

Eastwood Neighbourhood Nursery

Inspection report for early years provision

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Inspector Shirley Wilkes

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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.

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Description of the setting

Eastwood Neighbourhood Nursery has been registered since 2004. It operates from four rooms within a purpose built single storey building on the outskirts of Hanley town centre. The nursery serves the local and surrounding areas.

A maximum of 62 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery is open five days a week, all year round from 7.30am to 6pm.

There are currently 76 children on roll 62 of whom are within the early years age range. Children attend for a variety of sessions.

There are 11 full-time staff and three part-time staff who work with the children, 13 of whom hold appropriate early years qualifications. The setting has achieved Quality Accreditation from the Pre-School Learning Alliance. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle very well in the nursery and receive a high-level of care because the dedicated, experienced and highly qualified staff work very closely with individual children and their families. The practice used within the nursery is fully inclusive, ensuring children's individual needs are fully understood and respected. All staff have a very good knowledge and understanding of the Early Years Foundation Stage, and use this to plan and provide excellent learning opportunities for children of all ages. The excellent links with parents, carers and others ensure a consistency of care and education. Commendable monitoring and self-evaluation by management and staff ensures that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- ensure that all staff are aware of the need to maintain privacy and confidentiality to safeguard and promote the welfare of children

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of their role in child protection, are able to put appropriate procedures into practice and know when to take action to

safeguard children in their care. Children are protected, as the well-qualified, established staff team keep the premises very secure and supervise the children at all times. Employment procedures are very rigorous and robust induction procedures ensure staff are suitable and knowledgeable about all aspects of their work.

Children enjoy a safe and secure environment because the management and deployment of staff are very well organised and monitored to ensure staffing levels remain high. Consequently, children are very well supervised and taught to be safety conscious. Risk assessments, which cover all areas, equipment and outings are conducted and reviewed regularly. The manager links accident records to risk assessments, and staff conduct daily checks of all areas of the setting used by the children. They regularly practise emergency evacuation, which staff record to demonstrate how effective practice is maintained. All records relating to children's individual health and safety are well maintained. However, some children's information is not stored appropriately namely medication consents displayed on the wall in the pre-school room. This has the potential to compromise children's privacy.

Children enjoy the care of a qualified and very experienced team of staff who work together extremely effectively. They provide an exceptionally high standard of childcare for all children and their families, taking into account their particular needs. Children feel safe as they are familiar with the key workers who care for them. They play in a very well-organised environment where space is used very effectively. Children are allowed to decide about their own play, work with others or share activities with staff according to individual needs and preferences. Staff recognises and value children's differences and use an excellent selection of resources and positive images of diversity, such as role play equipment, posters, books and symbols, are used throughout the setting giving children and families a sense of being valued and welcomed.

Children thrive because of the excellent partnership between key staff and their parents. Information is shared effectively enabling staff to put in place any strategies required to support children and ensure an inclusive environment is provided Children benefit from their parents' involvement in their learning in the setting. Parents are well-informed about their children's welfare, achievements and progress so children are able to continue their learning at home. They are also given written and verbal information about their child's day.

The enthusiastic management has built a strong and committed team of staff who obviously enjoy their time with the children. Regular staff meetings and appraisals result in training needs being identified and planned for effectively. A detailed self-evaluation document is in place to identify areas for future development and this is updated regularly. Improvements that have been made, include added doorways to the playrooms which gives increased opportunities for free-flow play between indoors and outside for the children. All of this clearly demonstrates a strong capacity to maintain continuous improvement.

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

Children make excellent progress towards the early learning goals because staff provide a very wide range of activities that take into account children's individual learning needs. They are encouraged to extend their vocabulary and fluency by talking, listening, and hearing and responding to songs and rhymes. Staff sing nursery rhymes to babies, help them to play with interactive toys and explore the outdoor area. Staff have devised various activity boxes, including the shiny box that babies love to explore and they enjoy recognising their photographs matching their reflection in the mirror. There is a wealth of number lines displayed throughout the nursery that provide many opportunities for children to use number. Daily routines such as meal times and the cafe style snack time provide good opportunities for children to practice their understanding of numbers and counting and to use their conversational skills. Children share experiences, ask questions during circle time and play co-operatively during child-initiated activities. Children are provided with opportunities to practise their mark making skills using a variety of resources. For example, children develop their mark making further, practising forming recognizable letters as they label their own work. They also learn to use tools, such as, scissors safely and understand the care needed when playing with the china tea set. The outdoor play area that can be freely accessed by most of the children is well thought out and contains an excellent range of resources for the children to explore.

Children are learning how things grow, by planting and harvesting fruit and vegetables. Children are learning about healthy eating harvesting their vegetables and herbs that they then give to the cook to use at meal times. Children also learn to care for living things by caring for their goldfish. They take part in activities to celebrate a variety of different festivals, such as Diwali, Eid, Christmas and the Chinese New Year and hold events to raise money for charities. Children learn about keeping themselves safe through the discussions and activities provided. They have visitors to the setting, such as the police and fire service who come and talk to the children about keeping themselves safe. All children have excellent opportunities to be creative as staff provide an excellent range of art and craft resources which allows children the opportunity to produce a variety of art work. Children are able to use the computer and play with programmable toys to help in their understanding of technology all of which helps them develop skills for the future.

Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. There are rigid procedures in place to protect them from infection. Nappy changing routines are followed to ensure the risk of cross-contamination is limited, for example, even the youngest of babies have their hands washed after changes. Children benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. Meals are cooked on site, from fresh ingredients, and children learn table manners and social skills as they sit together for meals in small groups. Children enjoy their meals and eat very well. The older children demonstrate a very good awareness of healthy foods, as they talk about their

favourite foods, and what is good for them.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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