

New Beginnings (Moorside)

Inspection report for early years provision

Unique reference number	EY356648
Inspection date	27/02/2012
Inspector	Karen Tervit

Setting address	Moorside Childrens Centre, Chester Road, Moorside, Consett, Co Durham, DH8 8EQ
------------------------	---

Telephone number	01207 590 930
-------------------------	---------------

Email

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 2012

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

New Beginnings (Moorside) is run by a private limited company. It has been registered since 2007 and operates from two rooms within Moorside Children's Centre, which is annexed to Moorside Primary School. It has occasional use of the training room within the children's centre. The children have access to an enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children in the early years age range may attend the setting at any one time. It is open each weekday throughout the year from 8am to 6pm, with the exception of public holidays and the Christmas holiday period. The setting mainly serves the needs of children from the local community, although some children come from the wider area. There are currently 65 children in the early years age range on roll. The setting supports children with special educational needs and/or disabilities.

The setting employs 12 members of staff to work with the children, all of whom hold appropriate early years qualifications at level 3 or above. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a positive, nurturing environment. They are making good progress in their learning and development. All children are valued for their individuality and treated with equal respect and concern, enabling them to feel fully included. There are mostly very good procedures in place to keep children safe, but some risk assessments are incomplete and not all required written parental consents are requested. Good relationships with parents promote continuity in children's care. Self-evaluation is being developed, and consequently the nursery demonstrates a suitable capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission is in place for all children at the time of their admission, for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 12/03/2012

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

- update the record of risk assessment to include any outings or trips and anything with which a child may come into contact
- further develop the links between the indoor and outdoor environment so that all children, particularly the younger children and babies, can explore and use their senses
- develop further the culture of reflective practice and self-evaluation 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's welfare is promoted as the setting has robust procedures in place for safeguarding children. All staff have attended safeguarding training, have a good knowledge of the signs and indicators of abuse and are fully aware of the procedures to follow. Robust and rigorous procedures are in place for recruitment of staff. Regular staff supervision and appraisals are carried out by the manager to assess ongoing skills and identify training needs. Consequently, children are well protected. Detailed risk assessments are conducted, both on and off the premises, identifying potential hazards and minimising risks to children. However, the written records of these do not include all outings and do not always cover everything children may come into contact with. There are a comprehensive range of policies and procedures in place to support the work of the setting. All staff have an appropriate first aid certificate, and a well-stocked first aid box is readily available. This ensures that the setting can respond promptly and appropriately to minor accidents. However, written parental permission for the seeking of emergency medical aid or treatment is not in place for all children. This does not fully protect children and is a breach of a legal requirement.

The recommendations raised at the last inspection have been positively addressed. For example, child protection procedures now clearly include relevant contact details, so concerns can be promptly reported. Staff work well as a team and are enthusiastic and committed. Some reflection as a result of local authority input is completed involving staff and parents; however, strengths and areas for improvement to promote better outcomes for children are not always clearly identified. Children have easy access to a wide range of developmentally appropriate toys and equipment which they are able to self-select, promoting their independence. These include a good range of toys and resources to help children learn about difference and diversity. Good use is made of the local toy and book lending libraries. Work is ongoing to ensure that children can access all areas of learning and receive suitable challenge outdoors. However, this is more successful for some age groups than others.

Staff have good links with the local school and other professionals. This enables them to fully complement the care and education that children receive. For example, planning sheets are effectively shared so staff know what children have been doing during their time in the school nursery. The sharing of outdoor space also helps children become familiar with school and its staff, easing their transition into nursery and school. Children with special educational needs and/or disabilities

are exceptionally well supported. Staff are proactive in seeking additional support and training so as to meet the individual needs of the children. Partnerships with parents are strong. They are well informed of their children's progress and activities through the simple but informative daily diary sheets, newsletters, parents' evenings and frequent discussions with key workers. Recent parent questionnaires contain positive views.

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

Children are happy and settled at the setting. They are confident, active learners who relate very well to the adults who care for them. Staff have a good knowledge of the Early Years Foundation Stage and of the individual needs and interests of the children in their care. Staff are working closely with their qualified teacher support. This partnership successfully ensures that the information from their observations of children help with planning for the next steps in their learning. Children have their own learning journey containing photographic evidence relating to the six areas of learning. These records show children are making good progress towards the early learning goals.

Children's behaviour is good and they are kind and caring towards each other. All children receive daily opportunities to experience fresh air. They negotiate space well as they ride their bikes or play with the large parachute outdoors. They thoroughly enjoy moving to music and taking part in simple yoga sessions. Children use their imagination as they play in the well-resourced home corner. Babies thoroughly enjoy hunting for the dinosaurs hiding in the straw and watching the wooden towers fall over. Children freely access books and stories in the comfy book areas, both indoors and outdoors, with staff capturing their interest as they read favourite stories to them using a variety of props. They receive good opportunities to be creative with materials such as paint, rice, play dough, junk and sand. Older children have very good opportunities to explore the effects of change on items, such as ice, snow and seeds. Children are developing many skills that will contribute to their future economic well-being. For example, they are becoming increasingly confident in information and communication technology, such as programmable toys, digital cameras and computers. Children are beginning to learn about other cultures through fun activities, such as celebrating Chinese New Year and Ramadan. For example, they make colourful mosaics, paint with chopsticks and try noodles. Children take part in a wide range of outings to places, such as the library, museums and local parks.

Staff use praise and encouragement consistently to support children's learning and development as they play. Children are beginning to manage their own health by learning the importance of washing their hands before eating and brushing their teeth after meals. They receive healthy and attractively presented snacks and meals and are learning about nutrition as they participate in activities, such as making their own pizzas and growing their own vegetables. This helps to raise their awareness of what foods are good for them and gives them the opportunity to try new tastes. Good standards of cleanliness are maintained throughout the setting, including toilets and nappy changing areas. This helps to reduce the risk of

cross-infection. Children are learning about keeping themselves safe through instruction and everyday practices. For example, using tools, such as, scissors and cutlery, safely and regularly practising the emergency evacuation procedures.

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	2
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