

Rye Hill Community Nursery

Inspection report for early years provision

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Inspection date	27/02/2012
Inspector	Jane Wyncoll
Setting address	Rye Hill Nursery, Colby Court, NEWCASTLE UPON TYNE, Tyne and Wear, NE4 6HL
Telephone number	0191 2731618
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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

Rye Hill Community Nursery is run by Newcastle City Council and was registered in 1973. It operates from a purpose built building situated in a residential area in Newcastle upon Tyne. The nursery serves the local area and provides daycare for the nearby Children's Centre. Children are grouped across four rooms according to their age and developmental stage. All the children have access to enclosed outdoor play areas.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. A maximum of 60 children in the early years age range may attend the nursery at any one time, of whom no more than 24 may be under two years. There are currently 78 children within the Early Years Foundation Stage who attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two-to four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eighteen members of child care staff, all of whom hold appropriate early years qualifications at level 3 or above. Two members of staff hold Qualified Teacher Status and two are working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children throughout the nursery are cared for very well by a committed and knowledgeable staff team which enables them to make good progress in their learning and development. Children's well-being is very well provided for, through particularly the development of close relationships with parents and carers. Well-established partnerships with a wide range of agencies and professionals ensure that the individual needs of children are exceptionally well supported. Overall, the necessary policies and procedures are in place which keeps children safe and secure. The management team are developing processes for self-evaluation which involve all staff in identifying ways to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments cover anything with which a child may come into contact with, including on outings, in order that hazards are kept to a minimum.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because all adults are appropriately recruited and Criminal Records Bureau checks are carried out. All staff receive regularly updated safeguarding training. This means they have a good understanding of procedures to follow should they have concerns about children's welfare. The required policies and procedures are in place and are shared with staff and parents. An effective entry system is used and fire drills are held regularly which keep children safe. Daily checks are made throughout the different areas of the premises. However, the current risk assessment process does not ensure that checks cover all aspects of the environment and so hazards for children may not be kept to a minimum. All childcare staff hold paediatric first aid certificates and managers hold first aid at work certificates. Minor accidents and illness are treated appropriately, medicines administered safely and clear records are kept. Therefore, children are protected very well. Key persons are allocated depending on the attachments children make when they start nursery. This means key persons form close bonds with children and their parents and carers. Detailed information is obtained about children's routines and dietary needs and staff make sure they provide for these in the nursery. Consequently, children's welfare is promoted very effectively.

A wide range of resources are used effectively to create age-appropriate rooms which provide a variety of inviting areas for children to be active, messy or to rest and relax. There is a strong commitment to continuing enhancement of staff knowledge and skills. This is achieved through regular staff meetings, appraisals and training. For example, staff share knowledge of sensory 'Heuristic Play', which enables them to widen children's experiences. This results in a well-motivated staff team who are focused on improving outcomes for children. The management team undertake self-evaluation in consultation with staff and the local authority qualified teacher. They have identified appropriate areas for development.

Extensive links are created between the adjacent community centre and the children's centre for which the nursery provides daycare. Integrated team meetings ensure there is regular contact between nursery staff and professionals such as health visitors and family support workers. There are successful partnerships with professionals from a range of services. These enable staff to implement highly effective programmes to support learning for children with additional needs and/or English as an additional language. This ensures that all children experience equality of opportunity so they reach their full potential. Parents express their appreciation for the sensitive and practical support they receive from the nursery. They value being able to use the 'Parent Room' to talk to staff. Advice about weaning, language development and supporting children's behaviour is made available. Parents have the opportunity to attend regular progress reviews to discuss their children's learning and are invited to contribute their own comments. A range of resources, such as, leaflets and story sacks also help them to support their children's learning at home.

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

Children are supported by a knowledgeable staff who plan creative opportunities for children's learning and development. Staff provide selections of objects to stimulate children's inquisitiveness, such as, a collection of baskets and dolls. Children's views are sought about what they might do with these. The resulting explorations are skilfully used by staff to provide opportunities for all areas of learning. The process of children's thinking is recorded and displayed as 'learning stories'. This child-centred approach results in children making very good progress, which is carefully tracked and shared with parents.

Children develop good language skills, given their starting points, because adults use a range of strategies to support talking. These include, using signs and symbols and providing small group times when children share their thoughts and ideas. Mathematical understanding is developed effectively through planned adult-led number games as well as incidental opportunities throughout the day. For example, children making marks with chalks on the path are encouraged to draw different shapes and then name them as they jump in and out. Babies are offered opportunities to explore a wide range of sensory resources. They delight in looking at their faces in the mirrors. Toddlers eagerly explore climbing equipment or roll balls down the large tubes. This means they become increasingly agile and coordinated.

Children develop a strong sense of how to keep themselves safe as they independently access the outdoor areas. Babies crawl indoors and outdoors and are helped to negotiate the spaces around them. Pre-school children are shown how to use gardening tools safely. Children use clip boards and picture sheets to help them assess the safety of the garden area. Healthy meals and snacks are served. Children help to grow a variety of fruits and vegetables and enjoy harvesting and tasting the strawberries, rhubarb and potatoes. They wash their hands when they have been in the garden and before eating. Therefore, children develop an excellent understanding of health lifestyles.

Positive strategies to support children's understanding of appropriate behaviour are used throughout the nursery. They praise their achievements and use a rocket chart in the pre-school which develops children's self-esteem. Children learn to respect each other's differences exceptionally well. Children are encouraged to use their home languages in the setting, translating for each other as necessary. The diverse families that attend the setting are encouraged to share their variety of cultural celebrations during the year. Developing children's independence is a priority in the nursery. Babies and toddlers are encouraged to put on their own coats. Pre-school children take turns to serve their friends at the dinner table. The nursery is working towards a 'Green Flag' award as an 'Enviro-school'. Children and families take part recycling activities, including, litter and rag-bag collections and so are learning to respect their environment. Transitions are managed effectively. Teachers come to the nursery to meet children and liaise with staff to share information and children's progress records. Consequently, children are developing skills which will support their future learning very well.

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	1
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	1
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
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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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met