

Childcare Wallsend

Inspection report for early years provision

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| Unique reference number | EY281590 |
| Inspection date | 28/03/2012 |
| Inspector | Lynne Pope |
| Setting address | Buddle Arts Site, North Road, Wallsend, Tyne and Wear, NE28 8RH |
| Telephone number | 0191 643 6250 |
| Email | |
| 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

Childcare Wallsend owned and managed by North Tyneside Council and was registered in 2004 at these premises. It operates from the Sure Start premises in Wallsend. The nursery serves the local area. The nursery is part of a Children's Centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday 7.30am until 6pm all year round. Children are able to attend for a variety of sessions. A maximum of 66 children may attend the nursery at any one time. There are currently 117 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years, however there are currently no children on role. 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-, three- and 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 20 members of child care staff. Of these, all staff hold appropriate early years qualifications at Level 3 or above. An Early Years Educator works with the staff. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staffs excellent knowledge of each child's individual needs ensures that they promote all aspects of children's welfare and learning with great success. The highly motivated staff ensure that they offer a service that is open and accessible to all. Children are cared for in a very safe and secure environment and all records are in place to meet requirements. The exceptional partnership with parents and other professionals ensures that they communicate well in order to put the children's needs first. Accomplished steps are taken to self-evaluate the provision for children and the nursery demonstrates an excellent capacity to make continuous improvement and sustain its existing outstanding standards.

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 children wash their hands consistently before eating.

The effectiveness of leadership and management of the early years provision

Morale within this nursery is very high and all staff take responsibility for what they do. Utmost priority is given to children's welfare. Staff regularly update their knowledge through attending safeguarding children courses and have an excellent understanding of what they would do should they have a concern. Children are further safeguarded by the settings robust employment procedures which ensure suitability of staff who work with the children. Parents are involved in the selection process being represented on the interview panel and observing prospective applicants working with children during a session at the nursery. All areas are safely managed for children through risk assessment. This results in children being able to explore and stretch their capabilities. Systematic risk assessments cover any possible hazards in the playrooms, gardens and on any outings. A daily check list supports this ensuring that hazards are quickly identified.

The premises are well maintained and attractively presented to help children to settle happily. Displays of their work, photographs of activities and age-appropriate resources which are easily accessible create a child-friendly environment. This helps to develop their independence. Children flourish as they are given time and space to observe, explore and investigate. The nursery's strong commitment to improvement enhances all aspects of the provision. The self evaluation is reviewed every six months to ensure that they are making progress. They have access to the Early Years Educator from the Children's centre who responds to staffs and children needs. She gives advice on individual children's development, observes children that staff have concerns about and liaises with the provisions that children will move on to. She has done a full review of how children progress across the nursery enabling the management team to have an excellent overview. Staff are highly committed to working in partnership with parents and other agencies that may be involved with children that have special educational needs and/or disabilities and children with English as an additional language. Well established relationships are in place with professionals involved with the children. Staff make use of their expertise to develop individual educational plans for the child which promotes their learning, development and welfare. The recommendations raised at the last inspection have all been addressed. For example, each child has access to a water bottle which is easily identified through a picture which is used on their coat peg and table mat.

Parents are extremely well-informed about their child's welfare, achievements and progress so that they can continue their learning at home. Daily they are kept informed through discussion and young children have a diary about their meals and routines. Newsletters are sent out four times a year and include a comments slip asking for their views. Parent's evenings are held where they can meet with staff and discuss their child's learning journey. This is available any time for them to look at and take home to share with the family. Parents are encouraged to complete their own observations about activities and events that have taken place at home. Staff have developed family time bags which parents and children can borrow for use at home. They contain a story book and associated activities. A helpful card explains how it can be used and how it fits into the areas of learning

and development. A parent's comment book contains very positive feedback from parents about the benefits of borrowing the bag. Parents stated at the inspection that they highly recommend the nursery to friends. They feel that they are aware of what their child is involved in and that they could raise any concerns they might have with the very approachable staff. Highly effective procedures are in place to link with local schools, nurseries and childminders that children also attend which ensures continuity of care and learning.

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

Children make excellent progress towards the early learning goals. Their starting points are assessed and discussed with parents when they first start. Purposeful activities are spontaneously chosen by the children as well as being adult led. This results in children developing into independent thinkers. Observations are recorded of children's achievements in the Learning Journey and a tracker sheet identifies how they are progressing against the Early Learning Goals. Each child has a key person that liaises with their parent and plans for their individual development. Effective systems ensure that a key person buddy is available to cover in their absence.

Babies have a strong exploratory impulse, they enjoy using the space available, moving round and connecting with the resources. As children get older they show high levels of involvement in activities such as carrying out simple computer programmes as they move the mouse around to select what they want. Children feel safe and secure, they have developed healthy relationships with staff and other children. Pre-school children have been involved in developing rules for behaviour in their room and show their awareness as they follow staff guidance. Babies take pleasure in making sounds and begin to develop language. In particular, as their curiosity grows they ask 'what's that'. Older children develop confidence to speak to visitors asking who they are and what they are doing. A love of books develops from an early age. Children enjoy sitting with staff looking at pictures and start to name what they see. As they get older they join in with repeated refrains and anticipate key events. For example, they name the different foods that the hungry caterpillar eats. Number is used in every day activities. Children enjoy singing familiar rhymes such as five fat sausages which helps them to understand simple subtraction. When staff set the table for lunch they ask children how many cups are needed at each table and count them out. Exciting methods are used to promote children's awareness of the features of living things. For example, various methods are used for planting, young children have planted grass seeds in some soil which is in tights. They have arranged them into the shape of a caterpillar. They examine what is happening to the seeds noticing that they have changed since last week. In pre-school they have a growing area where they have planted different vegetables and are caring for them as they grow. The setting has input from outside agencies that have provided funding and come into to plant with the children helping them learn about being self sufficient. The use of natural resources helps children to seek to make sense of what they see, hear,

smell, touch and feel. For example, babies explore the cut branches from a tree that staff have ensured are safe. They play with cut up large and small cardboard rolls and take great pleasure in climbing in and out of the cardboard boxes. Children are helped to understand differences in the society they live in. Different festivals are looked at during the year such as Divali and Chinese New Year. Associated activities take place such as making music, dancing and dressing up.

Staff have a calm, consistent manner in the nursery and children respond well to their expectations for good behaviour. Children benefit from the varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. Meals are cooked from fresh ingredients, and children learn table manners and social skills as they sit together in small groups in the dining room. Their independence develops as they get older and serve their own food and pour their own drinks. Snacks are available in the playrooms and most children are aware of the need to wash their hands beforehand. Children move freely and with pleasure around the environment both in and outdoors. Pre-school children have free access to their garden area at any time where resources are the same as indoors such as painting, reading and playing with small world toys such as garages and cars. Excellent steps are taken to prevent the spread of infection. Policies and guidance are shared with parents and all necessary records and consents are in place.

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

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| 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

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| 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

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| 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

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| 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