

# Deckham Day Care Centre

Inspection report for early years provision

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**Unique reference number** EY434365  
**Inspection date** 11/04/2012  
**Inspector** Jacqui West

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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**

Deckham Day Care centre opened under the current owners in 2011. It is run by 4 Children, City Reach. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates from a purpose-built community building, which is situated in a residential area in Deckham, Gateshead. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play adjoining the main nursery room. The nursery is open Monday to Friday from 8am until 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions and full days. A maximum of 52 children may attend the nursery at any one time. There are currently 85 children on roll. The nursery provides funded early education for children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs nine members of staff. The manager holds an appropriate level 6 qualification, two staff hold a level 3 childcare qualification and are currently working towards level 4, one member of staff holds a level two qualification. The remaining staff all hold an appropriate level 3 childcare qualification.

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

Overall the quality of the provision is good.

Children are happy and settled in an extremely welcoming and inclusive setting. Staff demonstrate a good understanding of the Early Years Foundation Stage. Consequently children make good progress in their learning and development. They benefit from a good range of well maintained resources both indoors and out that are generally well organised. Partnership working with parents and other agencies is outstanding and fully supports children's individual needs. Systems for self-evaluation are good, consequently continuous improvement is effectively maintained.

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

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

- organise a challenging environment which supports and extends children's Information Communication Technology Skills
- further develop an environment that is rich in print, particularly with regard to labelling.

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

The arrangements for safeguarding children are good. All staff attend ongoing training and are knowledgeable about the signs and symptoms that indicate possible abuse and the procedure to follow. This is supplemented by a detailed

written policy that is regularly reviewed. A robust recruitment procedure ensures that staff are vetted and deemed suitable before they have unsupervised access to children. The manager fully supports the professional development of the staff and individual training needs are identified through induction, team meetings and appraisals. The nursery have developed effective systems to the sharing of information gathered from attending training. This results in a well-informed, motivated staff team. The entrance into the nursery is secure and effective collection procedures are in place. Accident records are maintained well. Regular evacuation drills are practised and a record is kept. Children are closely supervised by staff and a record of risk assessments both indoors and out further enhance children's safety.

The areas used by the children are generally well organised. The resources are stored in boxes at children's height and labelled using pictures. This encourages children's independence skills. However, does not fully promote the more able children's opportunity to begin to recognise letters. Each area of the nursery is well planned by the staff to ensure that children are provided with a stimulating range of activities that cover the six areas of learning. However, the ongoing availability of resources to promote children's understanding of information communication and technology are not always readily accessible for the more able children. This has a slightly negative impact on their ability to explore such equipment independently.

Partnership with parents is outstanding. Highly effective induction procedures into the setting and transition onto others rooms is gradual and tailored to meet their individual needs. Staff work extremely effectively with parents as they gather and share valuable information for each child. For instance, with the use of attractive learning journals which include detailed information about routines, allergies, favourite toys, their family, friends and their interests. Parents are kept exceptionally well informed of their child's progress, through ongoing verbal feedback, regular progress meetings, written detailed progress sheets, information shared through the daily diaries, display boards and ongoing access to their child's learning journal. Systems to support their children's learning at home are excellent. For example, with the use of library, story sacks, scrap books and regular newsletters. Parents are fully involved in the planning for improvements such as 'the outdoor project' Comments from parents through the written records are very complimentary. Exceptional links with other professionals, such as speech and language, deputy head of children's services, early years assessment team, local authority and social workers have an extremely positive impact on the outcomes for children. Staff are fully committed to providing an inclusive environment and offer very good support to children with additional needs and who speak English as an additional language. They work extremely closely with parents, carers and other professionals to ensure children receive the ongoing support they need. This is reflected within the assessment records. The manager and her team are enthusiastic, motivated and work hard to improve the care and education they provide. They take into account the views of all service users, providing an accurate assessment of their strengths and areas for improvement.

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

Staff have a good understanding of the Early Years Foundation Stage and implement it effectively. Children benefit from a good balance of adult-led and free choice activities. Staff use a positive and consistent approach to managing behaviour, which takes into account children's individual needs, understanding and maturity. Consequently children develop an understanding of others. Children have developed secure and trusting relationships with staff. This is due to the effective implementation of the key worker system. Children enjoy the company of their peers, they negotiate and work well together as they engage in role play activities such as 'going to the shops for nappies'. A variety of creative activities promote children's self-expression. They confidently explore with water, sand, mud and paint. Children's communication skills are fostered well, more able children are confident communicators. For example, as they state 'I am going to play outside'. Some children use pictures cards, single words and gestures to communicate. Staff respond to them with warmth and kindness, which in turn supports children's self-esteem and confidence. Babies show increasing independence as they explore the environment and choose their own activities such as, the glue and garage. Children enjoy using the digital camera, globe and programmable toys. This promotes their information, communication and technology skills. They develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through access to a range of resources and the celebration of festivals including, Chinese New Year, Easter and Holi. Children's knowledge of the world is nurtured as they plant seeds and recycle in the local community. A selection of sorting, matching and sequencing resources promotes children's problem solving and reasoning skills. They gain confidence when using number as they count during everyday play situations.

Flexible planning takes account of the children's personal interests and specific developmental needs. Staff make regular observations and assess children's learning, this is linked to the weekly planning to identify children's next steps for learning.

Children are welcomed into clean, light and well-kept premises where they have ample space to play. Their health and well-being is promoted well. Meal times are a social event and encourage children's independence skills, older children confidently serve themselves both food and water. The babies use appropriate cutlery to feed themselves while fully supported by staff. Children regularly access the outdoor area, they show increasing confidence as they push the buggy, ride the scooter and push along cars. They are taken on regular outings to the farm, they go on the metro and bus to local amenities. Children are able to rest in accordance to their individual needs, sleeping children are closely monitored by staff and a record is kept. Good steps are taken to prevent the spread of infection. Policies and guidance are displayed. Timely reminders from staff help children to learn how to keep themselves safe. For example, they practice emergency evacuations and staff offer children simple reminders of how to keep safe. All relevant documentation with regard to health, including specific dietary needs and

consent forms are in place and up-to-date. These positively safeguard children's well-being.

## 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	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	2
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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

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