

Boldon Nursery Children's Centre Daycare

Inspection report for early years provision

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Inspector	Vivienne Dempsey
Setting address	Reginald Street, BOLDON COLLIERY, Tyne and Wear, NE35 9DG
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Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

Boldon Nursery Children's Centre Daycare was registered in 2006 and re-opened in 2012. It operates from Boldon Children's Centre in Boldon Colliery. The nursery is owned and managed by South Tyneside Metropolitan Borough Council. The nursery serves the local area. The nursery is accessible to all children and there are enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 74 children at any one time all of whom may be in the early years age range. There are currently 84 children attending who are within this age group. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. Four members of staff have relevant degrees, two members of staff have foundation degrees and one member of staff has Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Every child is warmly welcomed and extremely well supported in this exceptionally stimulating environment. A fully inclusive service is offered and an effective key person and buddy system are fully implemented. An excellent knowledge of each child's needs by their key person makes sure that they successfully promote children's welfare and learning. Resources are extensive and mostly meet children's developmental needs. Children make very good progress in their learning and development. Very positive relationships with parents, other providers and a wide range of agencies, have been developed. Staff actively reflect on and evaluate their practice, demonstrating effectively their commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- enhancing further resources to provide all children with opportunities to develop their physical skills, such as climbing.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive understanding of their responsibilities towards safeguarding children. Safeguarding policies and procedures are very clear and in line with the Local Safeguarding Children Board procedures. Staff have developed excellent links with Social Services and foster carers to ensure children are protected and parents receive the support and training they need. Rigorous recruitment processes ensure that staff are vetted appropriately and records include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained. Extensive risk assessments are regularly carried out by staff and the caretaker of the building, to minimise the risks to children within the setting. As a result, children play in an extremely safe and very secure environment. For example, there is always an adult at reception to ensure that there is no unauthorised entry by strangers or unsupervised exit by children.

The effectiveness with which the setting deploys resources is mostly excellent, which contributes to overall excellent outcomes for children. For example, staff are excellently deployed and space is used exceptionally well. Continuous play provision and free-flow access to mostly well-equipped indoor and outdoor areas provide children with a very wide range of activities and experiences to stimulate their interests. The setting has imaginative steps in place to ensure resources and the environment is sustainable. For example, a wonderful feature in the outdoor area is the planting, growing and compost area. Children are actively involved in planting and growing activities in the potting shed and they learn about the elements required to enable the plants to grow and regularly water them. They recycle waste from the kitchen and snack times to produce their own compost, and use to plant their seeds.

The staff are very friendly, enthusiastic and work well as a team. They demonstrate a commitment to continued professional development. This is because they keep up-to-date with current childcare practice through training, reading relevant publications, and through links with the local authority to discuss current practice and emerging issues. The setting demonstrates immense ambition, vision and drive to maintain continuous improvement. Self-evaluation is rigorous and involves all staff. The views of children and parents contribute to the reflective process effectively. All of which helps to promote outcomes for children exceedingly well.

Partnerships are very well established with the local nursery school that most of the children move on to. The children have regular visits to the nursery school and they regularly use the nursery schools, extremely well-resourced outdoor area. This helps with effective transitions and the sharing of children's achievements. Wrap-around care is also provided within the nursery school, which ensures excellent continuity in children's care, learning and development. Staff have developed successful partnerships with a wide range of agencies, ensuring all children are fully included in the setting. Children's individual needs are highlighted and any concerns are acted on quickly to ensure all children receive the support they need.

The effective liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The setting helps parents and carers support their children's learning at home in different ways. There are clear and accessible channels for parents and carers to communicate with the setting. There is an abundance of information displayed for parents that keeps them effectively informed about aspects of its work and this ensures that they have coordinated, up-to-date, accurate and timely information. Parents are very positive about the staff and the quality of service they receive. They comment that the 'staff are fantastic, very friendly, know parents and families so well and always there to help and would recommend to everyone.' They also state that 'staff provide a lot of help and advice and outreach support. We love it here, it is like our home, and they give friendly support and are not judging.'

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

Children's welfare and learning is extremely well promoted because staff have a very good understanding of the learning, development and welfare requirements. Extremely well-documented monitoring systems are in place. These demonstrate children's very good progress through the six areas of learning towards the early learning goals in relation to their capabilities and starting points. Staff use effective planning systems that take into consideration individual children's interests and stages of development. Staff undertake regular observations of the children to highlight what they can do and use the information effectively to inform planning. The next steps for children's learning are identified and used to plan a very interesting and stimulating learning experience. Comprehensive Learning Journals, creatively show children's learning story and provide an in-sight into how children are supported to become motivated and eager learners. Staff support children extremely well during their play, encouraging them to become active learners and critical thinkers. They do this in many ways, including asking open-ended questions. For example, children are encouraged to think about why dry sand flows through the sieve so easily and why the wet sand does not.

All children are interested and active in their learning. They are keen to take part in planned activities and confidently access the freely accessible resources. Children enjoy playing at the sink with water; they use a range of containers and confidently pour water from one to another, talking about full and empty, fast and slow. This helps to develop children's understanding of the properties of water and develops their understanding of mathematical language. A large shed is provided where older children can change into wet suits and wellingtons enabling them to access the exceptionally stimulating outdoor environment in all weathers. They enjoy splashing in puddles and gather a range of resources to build 'a scrapyard with all me scrap', enabling them to represent their own experiences through their play. Babies have very good opportunities to be active, for example, they use the indoor climbing unit to help develop their physical skills. They have great fun crawling up and sliding down and begin to climb steps with adult support. All children have access to the outdoor environment; however, equipment for two to three-year-old children to develop their climbing skills is not always freely

available to provide opportunities to further extend their physical skills. Children enjoy sharing familiar stories and eagerly listen to and predict what might happen yet. Staff talk to children about their feelings and they confidently discuss what makes them grumpy and things they are scared of. Children state they are 'scared of monsters' and staff help children to overcome their fear by reading books about monsters and discussing how friendly they can be. Staff provide children with a wide range of activities to enable them to explore changes. For example, children help make dough and watch how the flour and salt mixed with water changes its consistency. They plant a variety of seeds and plants, such as beans, carrots, beetroot and strawberries enabling them to watch change over time. This develops children's understanding of the world around them extremely well.

Children learn about adopting healthy lifestyles through the benefits of healthy eating because they are offered a balance of nutritious snacks and meals, as well as regular exercise and fresh air outdoors. For example, children enjoy splashing in puddles and climbing the fallen tree. They show a strong sense of dangers and how to stay safe. Children excitedly talk about the recent visit from the fire service and confidently talk about the fire fighter using 'the big water hose to put out the fire'. They take part in regular fire drills which also develops their understanding of dangers and how to keep themselves safe in the event of an emergency.

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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