

Washington Day Nursery

Washington Day Nursery, Knoulberry, Blackfell Village, WASHINGTON, Tyne and Wear, NE37 1HA

Inspection date

04/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are very confident and secure within the setting. Daily routines are very well established and provide children with good opportunities to plan and reflect on their learning.
- A well embedded key person system is in place. This ensures staff know children well and children are observed to have a strong bond with their 'special person'.
- Children are making good progress across all areas of learning. Links with parents and other agencies are strong, enabling staff to support children's individual needs.
- Systems for self-evaluation are robust and take into account the views of staff, external advisors, children and parents. Detailed and clear improvement plans are in place and are acted on quickly, which effectively drives future improvement and promotes outcomes for children and their families.

It is not yet outstanding because

- Systems to show how highlighted next steps are used to challenge children's learning are not always consistent across the nursery.
- Systems to complement learning in other settings are not fully developed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the playrooms and outdoor area.
- The inspector met with the registered person and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's files, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector also took the account of the views of a parent spoken to on the day.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Washington Day Nursery has been registered since 2004 and re-registered as a limited company in 2012. The nursery is one of two settings owned by Tyneside Early Education Limited. It operates from its own premises in the grounds of Blackfell Primary School in Washington. The nursery is open each weekday from 7.30am to 5.30pm for 51 weeks of the year. It is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register, for a maximum of 55 children at any one time.

Currently there are 67 children on roll. There are 16 members of staff, of whom 15 have relevant qualifications. Three members of staff have the Early Years Professional Status and one member of staff has Qualified Teacher Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve systems to ensure highlighted next steps are consistently used by all staff to further challenge children's learning
- further develop links with other providers to fully support and complement learning in other settings, such as, sharing observations of children's development and progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the seven areas of learning and have implemented systems for observation, assessment and planning. Children's developmental journeys and tracking systems show how children are making good progress towards the early learning goals. Observations of children's interests and progress are used to plan challenging learning experiences for children. The next steps in children's learning are clearly highlighted for staff to follow when planning further activities, however, this is not consistently followed by all staff. Children have a strong bond with their key person and are observed to be settled and happy in a safe and secure environment. They confidently predict familiar routines, such as what they need to do at group and tidy up times. Staff support this with pictorial and verbal prompts.

Staff implement the HighScope approach to teaching and learning. Children are fully involved in the 'plan-do-review process', where they are encouraged to make plans, carry them out, and reflect on what they have done. This helps them to learn to take initiative, solve problems, work with others, and accomplish their goals. Review sessions give children good opportunities to clarify their ideas and reflect on the activities they have been involved in. This helps to develop their communication and language skills. Resources are clearly labelled by staff and children. These are of a high quality and children confidently access independently. An extremely wide range of mark making resources are available both indoors and out. Pre-school children are beginning to form the letters of their name and the staff skilfully support them to say the letter sounds. Clipboards and paper are also available in all areas of the nursery, encouraging children to make marks during their play. Children enjoy being active. They have great fun climbing through tunnels and riding bikes. They show good control and confidently negotiate obstacles and other children. Babies and toddlers enjoy using the 'indoor gym' to climb,

crawl and slide, which helps to promote their physical skills in a safe environment.

Children enjoy sharing books both at group story time and independently. They develop their awareness of everyday technology as they confidently use compact disc players to listen to stories, favourite rhymes and songs. Staff further promote children's communication and language skills as they have successfully implemented the 'Every Child a Talker' programme and use activities from the 'Letter and Sounds' guidance. This has had a significant impact on children who receive the two year funding, by substantially developing their listening and talking skills, relative to their starting points.

The contribution of the early years provision to the well-being of children

Staff promote a caring and calm environment, where children have developed strong relationships with them and their peers. They know the children and their families well. Children confidently approach staff to ask for support during their play and they respond quickly to children's requests. Staff provide a good range of opportunities for children to develop their self-care skills. For example, children confidently put on their own coats when going outside and independently use the bathroom, competently washing their hands and disposing of paper towels appropriately. Children help themselves to fruit and water during their time spent at the setting, which helps to keep them nourished and hydrated throughout the day. Fresh fruit and water is also available in the role play areas, encouraging children to prepare their own fruit and pour their own drinks.

Children are fully involved in devising the rules of the nursery. They confidently talk about how they need to use their 'ears to listen' and how you need to 'keep feet and hands to yourself'. This develops their awareness of rules and promotes their very good behaviour. Children's confidence and self-esteem are further promoted as staff provide lots of praise and encouragement to celebrate children's achievements and positive behaviour.

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

All staff have a clear understanding of their roles and responsibilities in meeting the learning and development requirements. Robust systems are in place for staff supervision, support and training. Peer observations are completed regularly and all staff have regular appraisal meetings to highlight their future training needs. The manager and senior management team have a clear vision for future improvements. All staff, parents, children and external advisors are involved in the self-evaluation process. Improvement plans are detailed and acted on quickly to ensure outcomes for children and their families are promoted.

Positive relationships with parents have been developed. The effective key person system and regular parent's evenings ensure that they are fully informed about their child's progress. Daily opportunities and 'weekend books' enable staff and parents to share information regarding children's needs and interests. This ensures continuity of care, learning and development. Partnerships with other agencies are strong and fully support children's individual needs, therefore, ensuring all children are fully included within the

nursery. Links with other providers are in place and fully support the transition process between providers. For example, a wide range of information is passed onto future providers and children have opportunities to visit before starting. However, systems to fully support children's learning in other settings are still in the early stages of development.

All staff have attended safeguarding training. They have a good knowledge of child protection issues, such as the signs and symptoms of abuse and neglect. They know whom to contact with any concerns and policies and procedures are implemented well. Children are able to move around safely and freely as daily checks are completed and written risk assessments are also in place for the nursery, outdoor play and outings. All of which helps to protect children's safety and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444161
Local authority	Sunderland
Inspection number	788961
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	67
Name of provider	Tyneside Early Education
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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