

# Jarrow Day Nursery

Jarrow Day Nursery, 24 Western Road, JARROW, Tyne and Wear, NE32 3DQ

## Inspection date

Previous inspection date

12/09/2012

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 happy, safe and secure and are well cared for as the key person system works effectively in practice to ensure that their individual needs are very well met.
- Staff are implementing the new Early Years Foundation Stage framework very well through their individualised planning, observation and assessment systems, so that each child's interest are taken into account and built upon.
- Children's behaviour is very good. They are given responsibilities in line with their age and stage of development, which raises their self-esteem very well.
- The staff team work well together and they are good role models for the children. They are fully involved and support the children very well in their play and learning.

### It is not yet outstanding because

- Although the outdoor classroom provides a suitable area where children can play and gain easy access to the outside area, this is not used well or resourced sufficiently to enable children to select resources independently so that they can learn about the natural environment.

## 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 and routines in all of the rooms and the outdoor area from 9.15am until 1.30pm and from 2pm until 3pm. This also included two short face to face meetings with the manager and a joint observation.
- The inspector spoke with all staff and the student during the inspection, particularly with the babies' key person, Early Years Professional and senior nursery nurse.
- The inspector spoke to children, viewed a sample of development files, home/nursery books and a sample of staffing files and key policies. The self-evaluation was received and viewed prior to the inspection.

## Inspector

Shirley Peart

## Full Report

### Information about the setting

Jarrow Day Nursery was registered in March 2012, but has been established since 2005. The nursery operates from converted premises, situated in a residential area in Jarrow, South Tyneside. The nursery is linked with Jarrow children's centre to provide integrated care. The children are cared for in six rooms. There is an enclosed area available for outdoor play. Children aged from two-years-old are cared for on the first floor, which is

accessed via a flight of stairs.

The nursery is open Monday to Friday all year round apart from bank holidays and one week at Christmas. Sessions are from 7.30am until 5.30 pm. Children are able to attend for a variety of sessions and full days. There are currently 45 children attending who are within the Early Years Foundation Stage. 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 is managed by a limited company and is one of two settings owned by Tyneside Early Education Limited. The nursery employs 14 members of child care staff. Of these, four staff hold higher level qualifications, three of whom also hold Early Years Professional status. One staff member holds a level 4 qualification and remaining staff hold level 3, some of whom are working towards higher qualifications.

### **What the setting needs to do to improve further**

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

- develop ways in which the outdoor classroom can be resourced and used more effectively to give children further independent opportunities to investigate the outside world to enhance their learning and development further.

### **Inspection judgements**

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

All staff have a good understanding of the revised Early Years Foundation Stage framework. They have changed their planning and assessment systems to ensure that they cover all seven areas of learning in an individualised way with the children. This means that children make good progress towards the early learning goals. Staff are very well supported by the Early Years Professional who is currently assisting them to implement the changes fully. Staff caring for the babies focus on the prime areas of learning and development to ensure that they develop and make progress in their communication, language, physical and personal, social and emotional development very well. All staff use a tracking system, which helps them to establish children's progress from their starting points and to identify any areas of learning or development where they may have concerns. Planning is based on the individual child's interests and this is very flexible to ensure that planned activities meets their needs very well. For example, when two-year-olds show an interest in playing with cars indoors, staff successfully provide further resources such as buckets of soapy water and cloths so that they can go outside and wash the toy cars. This extends children's enjoyment and learning successfully as

activities build effectively on their interests. Therefore, children thoroughly enjoy this activity and are engrossed in their play as they wash other objects too. Staff provide good resources that enable children to use their imaginations well as they jump from a small tower of blocks into the 'water,' but warn staff to get out as there are 'sharks' in there. Staff working with the two to three-year-olds are also well aware of how to implement the progress check at age two, by involving parents fully in the process.

The staff working with the older children have successfully implemented the High/Scope approach, which ensures that children are actively involved in their learning. They find resources for themselves and they take part in 'plan-do-review' where they recall their activities using language and gestures to tell staff and other children what they have been doing. This raises their self-esteem and confidence in speaking in a group. Staff working with the older pre-school children successfully differentiate activities; for example, children with language and communication difficulties are supported by taking part in activities that do not put them under any pressure. For example, they jump onto shapes or numbers as they recognise them rather than being expected to speak out loud. This ensures that children are given the time and space to consolidate their learning and gain confidence in a secure environment. Pre-school children thoroughly enjoy playing with the stretchy lycra in a group as they pull this tight and sing songs. They eagerly hide underneath it when their name is called and they laugh and giggle as the toys and puppets bounce around on it. All children join in and most count successfully with staff up to 20. This offers good challenges and shows that children demonstrate an understanding of simple mathematical concepts. Staff support children very well in their learning through everyday routines as they extend their language for thinking during lunch time. They ask questions that make children think, for example when staff make statements such as 'what's happening to our ice-cream?' children enthusiastically say 'it's melting.' She continues to ask children good open ended questions regarding why they think it is melting. This encourages children to describe changes and state that it now looks like 'milkshake' as they eagerly mix it around in their bowl.

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

The whole nursery is bright, airy clean and very well maintained and children are very settled and happy in this warm, welcoming environment. They are cared for by competent, caring staff who have built very good relationships with them. Babies have formed very close bonds with their key person, they watch her if she moves around the room and lift their arms up to her. They receive spontaneous cuddles and she is calm and quiet in her approach, which ensures that their well-being is successfully supported. Children's behaviour is good. Older children are given responsibilities such as by being the 'Playground Pal' for the day and they explain how they have to 'help children outside.' When staff ask further questions on what this means, they know it is to help children make friends if they are playing on their own. This helps children to develop positive attitudes and to show care and concern for others. The 'wow board' where each child has

their own photograph and space for captions also recognises their achievements. They receive reward stickers for various actions, such as helping their friends or always remembering their manners, which also encourages the children to make a positive contribution in the nursery. Children's individual care and emotional needs are very well met; for example, they are given one-to-one time with a staff member if they are new to the setting and feel unsure or unsettled. This helps them to become familiar, feel secure and gain confidence within their new environment in a sensitive way that meets their needs.

Older children are very confident as they greet the inspector and say what they are having for snack and clearly explain how this will make them 'big and strong' if they eat it. They enjoy substantial, healthy snacks and home cooked meals on the premises, which ensures that their nutritional needs are well met. Children proudly show off their physical skills as they hop, skip, spin and jump to songs, which demonstrates that they are developing good control and balance. Staff offer lots of positive, meaningful and enthusiastic praise, which motivates the children to have a go and builds their confidence very well. Toddlers manoeuvre around on small sit and ride cars outside and clearly enjoy being out in the fresh air as they are animated and happy. Two-year-olds notice changes in the weather as they exclaim that it is raining and their cars are getting wet. Staff build on what children say by encouraging them to think about how they might dry them. Good hygiene practices are carried out throughout the nursery and care routines are monitored. For example, staff wear gloves and aprons during nappy changes, which are recorded and there are notices displayed on the parents' notice boards regarding contagious infections. This ensures that children are well protected from cross-infection.

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

The manager and key staff ensure that the safeguarding policy is implemented throughout the nursery. All staff complete child protection e-learning training, which ensures that they have sufficient knowledge to safeguard children effectively. Robust procedures are in place for induction, supervision and appraisal of staff, which includes observation of activities. This ensures that staff practice is monitored and training is taken up as required. The management team and staff receive good support from the owners; for example, some staff have been funded to complete early years degree courses and they have invested in the building to extend and enhance the environment to benefit the children. The outdoor classroom provides a suitable area where children can play and gain easy access to the outside; however, this is not used or resourced effectively with natural objects, factual books or sufficiently interesting resources that help children to discover and explore more about the natural environment, changes in weather and living things independently.

The self-evaluation of the nursery has been submitted to Ofsted and this gives a clear picture of what the staff do well, how they have met any targets and establishes where they would like to improve further. This is discussed periodically at meetings to ensure all

staff are involved. Activities are evaluated and parent's comments are respected and changes made as necessary to improve practice; for example, when a parent of a younger child commented that she would like more information on what activities they did staff are developing a weekly activity book with captions and photographs for the children to take home.

The key person system works very well and this is flexible to meet the individual needs of the child; for example when a child first starts they do not allocate a key person straight away they wait and see who the child bonds with naturally. The Early Years Professional working in the older pre-school room takes on most of the responsibility for ensuring that the Early Years Foundation Stage learning and development requirements are implemented throughout the nursery. She has carried out 'Every Child's a Talker' training and every child's language ability is screened once they have settled into the nursery. If any concerns are identified these are discussed with the parents and strategies agreed to ensure timely interventions. Input from relevant external professionals is then established so that children are fully supported. The nursery also works closely with Jarrow children's centre so that shared working and collaboration is in place to provide any necessary support for individual children.

The manager and staff team meet regularly to monitor the effects of the provision including how effective the educational programmes are in helping children to learn. They have 'policy of the month' which is displayed in the staff room whereby staff re-read the policy and sign to say they have understood and will implement it. All staff members have job roles and take responsibility for these in the setting such as health and safety, food/diet provision and behaviour management. The key staff are good role models and they are deployed well to support other staff and students in their roles; for example a senior member of staff works on each floor level.

Partnership with parents is strong and staff welcome them in a friendly manner upon arrival with their children. Parents speak highly of the nursery and staff and there is an abundance of thank you cards from parents whose children have just recently left to attend main stream education. Parental questionnaires are also positive, which indicates that they are pleased with the provision. Staff use two way home books and diaries to keep parents informed and to encourage them to share what they know about their child. Staff also write useful information to help and encourage parents to assist with their children's learning at home, such as by making suggestions for activities when out and about in the environment so that continuity and shared learning is very effective.

### **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
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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

<b>Unique reference number</b>	EY444151
<b>Local authority</b>	South Tyneside

<b>Inspection number</b>	787682
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 43
<b>Total number of places</b>	90
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Tyneside Early Education
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0191 4838215

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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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