

# Howdon Nursery and Creche

11A Howdon Lane, Wallsend, Tyne and Wear, North Tyneside, NE28 0AL

## Inspection date

Previous inspection date

26/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Recent changes to the management of the setting have ensured that there is a positive focus on delivering the Early Years Foundation Stage. The manager is enthusiastic in her role and has begun to identify how the different aspects will be implemented.
- The safety of children is given high priority through effective risk assessment of the premises and the deployment of staff that work with the children.
- The management has a developing overview of the curriculum through setting up a monitoring system of the educational programmes to ensure a broad range of experiences to help children progress to the early learning goals.
- Staff are very caring with the children who in turn show that they are happy and settled at the nursery.

### It is not yet good because

- Most staff carry out and assess children's development with success. However, some staff lack the knowledge on how to carry out the updated observation and assessment records in children's learning journals. This results in some children's development records not being up-to-date and staff not being able to identify the appropriate age bands for children's progress.
- Systems to fully self-assess the strengths and weaknesses of the provision is not fully established.

## 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 had a tour of the premises with the manager.
- The inspector observed activities in each playroom throughout the day.
- The inspector met with the manager and spoke with the staff at appropriate times during the inspection.  
The inspector looked at children's learning journeys, planning documentation,
- evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion and written comments.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

Howdon Nursery and Creche is run by a company and was registered in 2012 under the current management. It operates from self-contained rooms in Howdon Children's Centre in Wallsend, Tyne and Wear. The nursery serves the local area and has links with local

schools. The nursery is part of Howdon 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 all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 94 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. 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 16 members of child care staff. Of these, two hold appropriate early years qualifications at level 2 and 13 at level 3 or above. The nursery receives support from the local authority and Early Years Educator.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- continue to develop systems for recording children's progress, including matching observations to the expectations of the relevant development bands and identifying learning priorities ensuring that all staff have up to date knowledge of how to complete the learning journeys

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

- continue to develop procedures to promote reflective practice, self-evaluation to identify priorities for development to improve outcomes for children.

### **Inspection judgements**

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

The new management team has a secure knowledge of the Early Years Foundation Stage. Since commencing at the provision they have introduced a new baseline assessment to be completed for all children on entry and new observation, assessment and planning records. In-house training was held to up-date staff on how to use the new records. However, all staff were not able to attend the meeting which has resulted in them being unsure about how to complete the forms. This has resulted in them being unsure about which age band children fit into within the guidance 'Development Matters in the Early Years Foundation Stage' which the setting uses to assess children's progress against the seven areas of learning and development. Staff can however, discuss with enthusiasm a child's starting points when they came to the setting and the areas of development that

they are currently concentrating on. New planning records are in the process of being implemented throughout the provision. Where staff are using them they show clearly what activities are planned, which key children they are for, whether they are adult-led or child-led activities. The following weeks planning sheet is also displayed and staff write on it the next steps for children's learning and development as soon as they identify them. This results in most practitioners observing and supporting children's learning through the children's experiences and helps them to define learning objectives based on children's interests.

Systems are currently being established to meet the needs of children with special educational needs and or/disabilities. The setting is confident in contacting other professionals for their advice and keen to implement them. Meetings are held with the inclusion team to decide the best way forward for children.

Children have the opportunity to participate in a stimulating range of activities and experiences. A strength of the provision is that in each room the door to the outdoor areas is left open. This means children from a very young age choose whether they want to play indoors or outdoors. Outdoors they crawl, walk or run round, and play in the water and sand. Experiences such as gloop are offered where they feel the texture of corn flour mixed with water. Large and small building materials are available for them to build structures or a road across the ground for them to walk on. They enjoy rolling large plastic tyres from one person to another. All of these activities help to strengthen children's bodies.

Books are available in each of the playrooms for children to look at. They enjoy from a young age sitting with a member of staff looking at the pictures. As they get older they like to select a book and sit and look at it on their own. Various activities help children to develop writing skills. Pencils are in different areas and children learn to make marks. Painting activities are offered where children can decide how they want to mark the paper. For example, children use paint brushes, wooden blocks, hands, feet, and natural materials such as leaves. The activities are ably supported by staff who use appropriate development language and support the children by talking about washing hands, sitting safely and what is going to happen when the activity has finished. This gives children ownership of the activity.

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

Established routines ensure that children are gradually introduced to the setting making sure that they settle well. A key person is identified from the staff who develops links with the parent and fosters a close relationship with the child. Parents complete an 'all about me' form which helps staff to understand about the child's needs and family background. Settling in visits are offered so that the child gets to know the environment, staff and other children. Staff throughout the setting have a calm and consistent manner with the children. Realistic rules and the consistent management of unwanted behaviour means that children begin to understand what is expected of them.

Management carry out careful consideration for the deployment of staff in the nursery to ensure children's care and comfort. They plan ahead where they will be deployed based on possible occupancy numbers. Every half hour each day they carry out a check in each room to ensure that staff to child ratios are being met. This enables them to respond quickly and effectively if there any discrepancies. Staff work well together as a team, they are aware that each area of the playroom and garden needs monitoring and constantly talk to each other if help is needed in an area. The environment is well organised after staff met to review the way rooms are set up. They have made changes and new resources have been purchased. This has ensured that children are easily able to access them as they make their own choices.

Healthy and nutritious meals are freshly prepared on the premises and staff help children to develop an awareness of healthy eating. They talk about the foods that children eat at snack and meal times and model appropriate behaviour as they try them for themselves. Children's independence develops as they select what they would like from the dishes at tea time and attempt to spread the cream cheese on a cracker. Pre-school children have been involved in growing various vegetables in the garden where they learn that they need to water the plants to help them grow. They have visited a farm where they observed the animals and vegetables growing and on their return have tasted what they brought back.

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

The management team is in the process of setting up new ways to monitor the educational programme to give an overview of the curriculum. For example, one to one meetings have been started with staff which look at their qualifications, future training, their key children and any concerns. They bring along children's learning journeys so that they can be checked to make sure they are keeping them up-to-date. This helps management to assess staff's ongoing suitability.

Children's safeguarding needs are met though staff's understanding of what to do should they have any concerns about a child. Appropriate procedures are in place for the recruitment of staff with suitability checks being carried out and an induction that introduces them to policies and procedures when they start at the setting. Risk assessments are conducted for the premises to ensure that any possible hazards are identified and minimised for children.

The management are in the early stages of carrying out a self-evaluation of the nurseries strengths and weakness. They have received input from the local authority early years adviser and a questionnaire was sent out last week to parents asking for their views, however it is not fully established yet.

Staff have established positive relationships with parents and carers. They are kept well informed about their child's time at the nursery. This is through verbal discussions and a

booklet that is completed each day by staff about the child's day and which parents can write about what their child has done at home. Learning journals are easily accessible for them to look at, at any time. Newsletters have been introduced to keep them informed about forthcoming events at the nursery. Parents stated that they are very happy with the care and learning that their child receives at the nursery and would happily recommend it to others due to the staff and the new and improved toys and resources.

### 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

<b>Unique reference number</b>	EY445836
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	789359
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	102
<b>Number of children on roll</b>	94
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01916436260

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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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