

Field House Nursery

Field House, Whitley Road, Benton, NEWCASTLE UPON TYNE, Tyne and Wear, NE12 8BP

Inspection date

29/11/2012

Previous inspection date

01/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 involved in creative and interesting activities that are tailored to their individual needs and interests due to the highly successful way the staff observe and collect information from parents about their child. This results in children making good progress in all areas of their learning and development in their time at the setting.
- The management team strive to continually improve the setting through very effective evaluation of what the setting offers, this benefits the experiences children have in the nursery. Children benefit from being cared for by knowledgeable and experienced staff due to the good training opportunities that are provided for the staff who care for them.
- Partnerships with parents are outstanding and the nursery places high determination towards working with all of the family to provide an atmosphere where parents are truly valued and receive huge amounts of information about how they can help their child's learning at home.

It is not yet outstanding because

- At times planned activities are continued and children's spontaneous interest is not followed to allow them to guide their own learning.
- During some activities open ended questioning is not used fully to promote children's critical thinking and help them make as much progress as they possibly can.
- Children's home languages are not sufficiently displayed in key areas of the nursery to

show children that their culture is valued and to raise their self-esteem.

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.

Inspection activities

- The inspector observed children's play and planned activities across most age ranges in four of the six playrooms, observed one outdoor play session with the younger children, and talked to staff at appropriate times during the inspection.
- The inspector spoke to a selection of parents throughout the day.
- The inspector had a meeting with the manager and deputy managers of the setting.
- The inspector viewed a sample of children's records, learning journals, staff records and nursery policies.

Inspector

Julie Larner

Full Report

Information about the setting

Field House Nursery was registered in 1992 on the Early Years Register. It is situated in a converted house in the Benton area of Newcastle, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from two floors of the premises and there is a fully enclosed area available for outdoor play.

The nursery employs 30 members of child care staff. Of these, all hold appropriate early years qualifications at levels 6, 5, 4 and 3. The nursery opens Monday to Friday all year round, except in-between Christmas and New Year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 103 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- help children to communicate thoughts, ideas and feelings by consistently using open ended questions to encourage their critical thinking
- respond to what children are interested in and what they show that they want to do in order to foster their spontaneous play and learning
- plan an environment that is rich in signs, words and books that takes into account children's different home backgrounds, language and cultures.

Inspection judgements

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

Children are enthusiastic and motivated learners who make good progress across all areas of learning in their time at the nursery. Practitioners are highly skilled at developing activities and experiences for the younger children that focus heavily on the prime areas of learning, for example, they use mirrors so that babies can explore their faces and use happy and sad puppets to successfully talk about each other's feelings. All staff throughout the nursery are highly capable and show very good knowledge of how children play and learn. They show considerable expertise in their knowledge of individual children's development, ever changing interests and how they will plan for children to make further progress. Children's interests are at the forefront of planning. Practitioners make good use of reusable resources, such as cardboard tubes and boxes to incorporate these into daily activities where children enjoy pretending to be pirates and use their creativity. Staff are highly successful in supporting younger children at meal times due to the good ratios of staff that are available. Lunchtime in the babies' room is both calm and well organised, and the children receive a massive amount of individual attention, eye contact and responses to the noises they make. This results in them showing a very

strong sense of belonging in the setting.

Older children's communication and language is very successfully promoted. Staff use some wonderful resources to develop stories and children draw pictures of the three bears and Goldilocks before they embark on using different sized furry bears and wooden furniture to retell the story of 'Goldilocks and the three bears'. The more confident children in the group enthusiastically recall what happens next and relish using the props to act out the next stages in the story, however, their ability to develop critical thinking is not always consistently promoted with the use of open-ended questioning. Older children have good opportunities to develop and refine their mark-making skills through easily accessible good quality drawing materials.

Children benefit from very good resources across the provision which create an exciting and stimulating environment to enhance their learning experiences. Staff have worked hard to build up a wealth of story bags, heuristic play baskets, recycled materials and boxed items that are well used throughout the nursery. Younger babies love exploring everyday objects that are starkly contrasted to stimulate them and older children use large trays with lots of natural materials and items to keenly make up their own stories.

Planning and assessment is strong to ensure that children can make good progress in their time at the setting. Staff collect a wealth of information from parents and carers when their children begin to attend which encompasses their interests and what the children can do. This acts as a secure platform to allow them to plan to help children make progress from the outset. This exchange of information is continually encouraged throughout the children's time at the nursery which ensures that partnership working is highly valued and effective in helping parents support their child's learning at home. The two-year-old checks are beginning to emerge and the setting are working with their advisors in the Local Authority to collate the information they currently collect into one document that they can share with the parents. This ensures any additional needs for each child can be planned for and supported.

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

Children have developed very secure attachments to the adults that care for them. A highly successful key person system results in staff taking a great deal of pride in the progress that individual children make and excellent procedures are used when children move from one group to the next within the nursery. Staff take a huge amount of care when they plan for children to move on to the next room in the nursery, by providing detailed written documentation and conducting many visits to ensure the child becomes familiar with their new surroundings. This ensures that the new key person has a considerable amount of knowledge about an individual child and can successfully meet their needs. Children are respected and valued as unique individuals. Staff encourage parents to share information about their own cultures and festivals then use this to help other children in the group learn about the need to respect others. Whilst the setting displays some signs around the nursery in different languages these are less prevalent in

the playrooms to ensure children can gain a good sense of how their language is valued.

Younger children show considerable confidence in the adults that care for them. They happily explore resources with confidence and curiosity alone and with the adults who care for them, showing that they have secure bonds and attachments. Children readily seek their key person out for comfort or reassurance and staff astutely notice children's needs, for example, when they are tired. Staff are beginning to develop 'sound boxes' for the children which the parents record a message onto to play to their child when they are at nursery. This shows the dedication of the staff to continually reflect on their practice and introduce new experiences that foster good emotional security for the younger children. Older children are gaining good skills in self-care. They easily put on their coats for outdoor play, visit the toilet independently when this is appropriate and have opportunities to independently access drinks throughout the sessions.

Children have good opportunities to learn about safety. Younger children are reminded by staff to take care, for example, when trying to stand on their chair at lunch time, and staff sensitively explain why they should not do this. This results in children developing a secure understanding of how to remain safe. Good measures are consistently encouraged by staff to ensure children remain safe when travelling upstairs in the nursery. They provide equipment in the younger children's rooms to enable them to master these skills safely and remind older children to hold on to the bannister rail.

Children have daily opportunities to enjoy the fresh air outdoors. A well-resourced garden that has recently been redeveloped provides challenge, excitement and a variety of natural materials that children enjoy. Planned activities outdoor are mostly successful, however, on some occasions staff focus on what is planned rather than fostering children's interests in their spontaneous play. Good systems that protect children's health are consistently implemented. Staff show a very clear understanding of the settings policies and procedures and ensure that children are cared for in a very clean and hygienic environment that limits the spread of cross-infection.

Staff invite other professionals into the nursery to secure successful transitions to school. They have developed highly effective systems to work alongside others who provide the Early Years Foundation Stage. They share comprehensive information about children's development which provides a continuous learning journey for the children.

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

The leaders of the setting show strong qualities which inspire the staff team and they continually strive to build upon already good practice in the setting. They are successful in challenging staff to encourage them to think about how they plan for children's learning through key questioning about the activities and experiences they have planned. A high commitment to furthering staffs knowledge is displayed by leaders of the setting. They provide both external and in-house training to ensure that staff continually update their knowledge and understanding in several areas relating to both welfare and development.

This, in turn, benefits the care and learning of the children. Regular supervision sessions ensure that each child's progress is securely monitored and robust recruitment and selection procedures results in children being cared for by safe and suitable adults.

Partnerships with parents are exemplary. The setting provides an enormous amount of information for them about their child's development and places a very high emphasis on encouraging parents involvement in their child's learning throughout their time at the nursery. The setting attempts to look at how they can enhance not only the children's emotional welfare but the families as a whole, for example, by creating a 'baby social' group for parents with younger siblings that can be used as a support network. The parents spoken to during the inspection were highly complementary about the care of their children, they noted that the nursery is, 'brilliant', 'family centred', 'has a lovely homely atmosphere' and that, 'their child learns something new every day'.

Secure and highly effective procedures ensure that children are effectively safeguarded in the setting. Scrutiny of visitors, comprehensive risk assessments of the premises and practitioners very good understanding of child protection policies ensures that children can move freely around the setting and that their welfare is successfully safeguarded.

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	310207
Local authority	North Tyneside
Inspection number	894193
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	119
Number of children on roll	103
Name of provider	Field House Nursery
Date of previous inspection	01/10/2008
Telephone number	0191 270 1066

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

