

Siblings Private Day Nursery

Siblings Nursery, Business & Innovation Centre, Wearfield, Sunderland Enterprise Park, Sunderland, Tyne and Wear, SR5 2TA

Inspection date	12/12/2012
Previous inspection date	05/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress based on their starting points because staff are well qualified, knowledgeable and have a good awareness of how young children learn.
- Learning and development is effectively promoted because planning is based on the individual needs and interests of children.
- Children are excited to learn because the indoor and outdoor learning environments provide interesting and stimulating activities that build on their interests.
- Children are supported in their learning at home as good partnerships are in place to involve parents in their child's learning and development.

It is not yet outstanding because

- Opportunities to extend very young children's language are not always fully developed as staff occasionally miss opportunities to have one-to-one conversations with them.
- Very young children's early writing skills are not always effectively developed as opportunities for mark making are not always freely available.

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 practice in all nursery rooms and spoke to key persons.
- The inspector carried out a question and answer style interview with the manager and looked at a range of documentation.
- The inspector considered the views of parents spoken to on the day.

Inspector

Nicola Jones

Full Report

Information about the setting

Siblings Private Day Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises within the Business and Innovation Centre in Sunderland, Tyne and Wear. It is owned and managed privately. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 67 children attending who are in the early years age group. The nursery provides funded early education for three

and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 13 members of child care staff. Of these, 11 hold appropriate early years qualifications to at least level 3, including one with Early Years Professional Status.

What the setting needs to do to improve further

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

- extend opportunities for children to develop spoken language through sustained conversations between children and adults, both one-to-one and in small groups
- develop the educational programme for literacy further by providing opportunities for children to mark make in the baby room.

Inspection judgements

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

Children enjoy the time they spend at nursery and are motivated and excited to learn. This is because staff are enthusiastic and make learning fun for the children. Staff have strong knowledge of the Early Years Foundation Stage and clearly understand how young children learn and develop. As a result, children make good progress based on their starting points. Children experience a wide range of exciting and interesting activities in both the indoor and outdoor areas. Regular and precise assessments are completed for each child and are used to plan suitably challenging activities for their interests and stage of development.

Very young children develop early literacy skills as they join in with nursery rhymes with staff. They cuddle into their key person and enjoy looking at books together. Staff interact with children and extend their expressive language well. However, there are some missed opportunities when staff do not always include all children in small group discussions. Staff promote the language of older children well. They make comments which encourage children to find out more information. For example, children ask questions to find out what happened when their key person tells them her dog had knocked over their Christmas tree. Learning and development is promoted well because practice is good and occasionally outstanding. For example, staff support early writing exceptionally well when older children write their names in dough using a variety of mark-making tools. There are fewer opportunities for very young children to engage in mark making and activities are not always freely available in the room. As a result, younger children are not able to fully

develop the skills required to develop early writing.

Children are proud of their achievements in nursery and enjoy displaying their work in the 'gallery'. This helps children develop self-confidence and recognises individual talents. Parents welcome opportunities to share their children's achievements and regularly engage in discussions with staff about their child's progress. They enjoy looking at their learning journals and reading their diaries. They also share information about their child's learning and development at home.

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

An effective key person system is in place which enables all children to form appropriate bonds and make secure attachments. Children cuddle into staff when they are tired and show they are happy and content when they fall asleep. Effective systems for monitoring sleep are in place and all staff take an active role in this procedure. Staff provide very good role models for children by giving gentle reminders of expectations within the nursery. For example, very young children are reminded not to throw play dough. Staff reinforce rules with older children throughout their play and remind them to sit carefully on the sofa in the book area. As a result, children's behaviour is very good in the nursery.

Staff support very young children's exploration skills and enable them to take risks. For example, staff watch closely as children climb in and out of the wooden toy box. Older children are reminded to take care when they climb on small chairs to reach equipment. Risk taking is further extended in the outdoor area where children are presented with an exciting and stimulating environment. Children enjoy building dens and tents, make outdoor rockets and enjoy running up and down the variety of sloped surfaces. All children access the outdoor area on a regular basis and have protective clothing to enable them to go out in all weathers. This supports their development in all areas of learning and allows them to experience all elements of the weather first hand. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet. The nursery cook takes an active role in the nursery and enjoys cooking with children. For example, children enjoyed making pumpkin soup for Halloween. Recipes are shared with parents to extend awareness of healthy lifestyles.

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

The staff have good understanding of the revised Early Years Foundation Stage Framework. This is because the manager carries out effective training to ensure all changes to the framework have been understood. Observation, assessment and planning documentation has recently been reviewed in light of this information and focuses upon the individual needs and interests of each child. The curriculum is monitored effectively in a number of ways, including regular observation of practice, and the manager takes account of staff views about the curriculum on an ongoing basis. There are systems in place to monitor the progress of individual children in all areas of learning. In addition, children's communication and language is effectively tracked. This ensures appropriate interventions are sought and achievement gaps are closing. There are plans to introduce

an electronic system for tracking progress which aim to further develop and enhance this process.

The manager engages with the local authority advisory team to implement quality improvement materials. This information is used to inform the self-evaluation process and effectively supports the identification of areas for improvement. There are clear plans for future development which aim to further improve outcomes for children. For example, the introduction of peer observations aims to standardise judgements made about children's progress. Self-evaluation takes into account the views of staff, children and their parents. Systems are in place to collect views through effective use of questionnaires, comment boxes and ongoing discussions.

Safeguarding and welfare has high priority within the nursery. There are clear policies and procedures in place and this is monitored to ensure that all staff understand their responsibilities in keeping children safe. Risk assessments are carried out daily by the manager and her staff team, which supports them in ensuring the areas used by children are safe. Children are protected further as effective recruitment and vetting procedures are carried out.

Partnerships with parents are a clear strength of the nursery. Parents are happy with the quality of information provided about their child and use words such as 'friendly' and 'trustworthy' when describing the relationships they have with staff. The nursery works well with other agencies, such as speech and language therapy services and other health professionals; this ensures appropriate interventions are secured for children and they receive the support they need.

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

Unique reference number	EY341686
Local authority	Sunderland
Inspection number	820742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	67
Name of provider	Joanne Justine Anderson
Date of previous inspection	05/01/2010
Telephone number	0191 5166455

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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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