

Heaton Nursery and Out of School Club

38 Heaton Grove, Heaton, Newcastle upon Tyne, Tyne and Wear, NE6 5NP

Inspection date	04/01/2013
Previous inspection date	06/04/2009

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

- There is a well-established key person system in place. This helps children form strong attachments and promotes their personal, social and emotional development.
- The strong staff team have a secure understanding of the learning and development requirements. They use this to plan a wide range of activities and experiences for each child.
- The range of resources and activities provided are effective in supporting children's varied interests. This means they are motivated in their play and they show good levels of independence in what they do.

It is not yet outstanding because

- Partnerships with other early years setting are in place, although there are missed opportunities to share specific information about children's learning and development, in order to further enhance continuity and consistency.
- There is scope to further develop ways for parents to contribute information about children's learning from home, so that assessment is sharply focussed.
- The organisation of space within the setting does not always consider the varying needs of all the children attending, in particular the accessibility of resources when out of school children and pre-school children are together.

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 the baby room, toddler room and pre-school rooms of the nursery.
- The inspector talked with parents, staff and children.
- The inspector held discussions with the manager and completed a joint observation.
- The inspector looked at a range of documentation, policies and developmental files.

Inspector

Eileen Grimes

Full Report

Information about the setting

Heaton Nursery and Out of School Club was registered in 1970 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted Victorian house in the Heaton area of Newcastle. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 26 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. There are currently two staff members with Early Years Professional Status and two members of staff with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 69 children attending who are within the early years 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 educational 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:

- enhance further the partnerships with other providers, such as schools and pre-schools, in order to continue to deliver a united approach to promoting children's learning and development
- develop ways for parents to contribute and share information about their children's learning at home, to give staff a sharply focussed picture of children's all round achievements and progress
- consider organisation of space and resources when older children are present and the impact of this on younger children's learning.

Inspection judgements

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

Children are curious and keen to learn. This is supported by the skilled interaction of staff who challenge children through open-ended questioning and value their comments and contributions. Activities link closely to children's interests and preferences due to the secure assessment procedures used by staff. This means children become engrossed and fully involved in their play. Evaluations of activities and the areas used by children help staff to continually improve the environment to support children's learning. However, consideration is not always given to the impact of older children from the out of school club and the pre-school children being in the same room, in relation to the use of space. Children have easy access to a comprehensive range of toys, equipment and resources that support their learning. From the youngest of ages, they freely access these resources and improvise with equipment. For example, a baby copies a task he previously observes staff undertaking as he makes an allen key from a piece of hay and tries to fasten the

screws in chairs and trays. Activities provide children with the opportunity to practise and consolidate their learning.

Good use is made of both indoor and outdoor areas to promote and extend learning, enabling children to play and learn in a way which is right for them. For example, children plan what they will take outside and extend a game of skittles from inside to outside, developing their skills in throwing balls. This well considered approach and good support helps to ensure that all children make good progress in their learning and development throughout all areas of learning.

Children are confident communicators; they make their needs known and enter into detailed conversations about how and why certain things should be done. For example, with the support of a member of staff, they discuss how they can extend a creative activity to include all children at the table, looking for additional materials and resources. They consider and try out several ideas before finding a solution that works highlighting their ability to think critically and solve problems. Focused activities and games support children in making rapid progress in their language skills. Children who speak English as an additional language use tools such as photographic time lines, pictures and simple signs to help them communicate. Children are involved in simple mathematics as they consider how many cups and pieces of cutlery they will need at lunch time, with staff asking them to predict how many more at various times and stages. They use books for reference to support their learning as well as enjoying fictional stories. Children have plenty of opportunities to develop physical skills.

Children are settled and secure within the familiar routines and consistent boundaries and expectations. They understand how they can help each other and are gaining the ability to work together with others. Staff gather accurate information through observations and use these to assess and plan for children's individual needs.

Parents are kept well informed about children's progress and they frequently share children's 'learning journeys' with key persons. This helps them to feel involved in their child's learning and promotes consistency. However, there is scope to further develop ways in which parents can contribute information about their children's learning from home, so that assessments of children's achievements and progress are more sharply focussed. Staff are developing systems to complete two-year-old progress checks for the younger children.

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

Children are settled and secure and develop strong bonds with their key person and the friendly, caring staff team. Secure settling-in arrangements mean children are able to separate from parents or carers confidently. They become increasingly independent in their personal care needs. For example, children follow the pictorial time line that reminds them to wash their hands. They use the soap, water and paper towels to make sure their hands are clean before they have their meals.

Staff are consistent in their expectations with regards to children's behaviour, sometimes

drawing children's attention to what is expected of them. Children learn to share, take turns and consider the needs of others as they play, helping them in building relationships. They consider the feelings of others as they discuss how others feel and what makes them happy and sad, developing an understanding of the consequences of their actions. Children receive lots of praise and encouragement, making them feel proud of their achievements and encouraging them to 'have a go'. Through playing with resources that positively reflect differences, children learn to respect and value diversity and consider the needs of individuals.

Staff are vigilant about safety at all times. Risk assessments are completed and safety monitored throughout the session. Children are encouraged to participate in risk assessing areas within the pre-school, raising their awareness of how to keep themselves safe, as they discuss how to walk down the stairs. The environment is well maintained and positive practices are followed to support children's health. Children enjoy healthy meals and drinks during the day. As staff sit with children to have their lunch, they are encouraged from the earliest age to serve themselves and talk about food, how this is produced and how it benefits the body. Indoor and outdoor play areas are used well to support children's learning and benefit children's health. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs.

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

Effective leadership and team working means that all those involved within the setting strive to offer the very best care for children. All have a clear understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for both learning and development and welfare. Staff are well qualified and have a positive attitude towards continuous professional development. Staff are able to access a wealth of training, which is identified through regular formal and informal meetings with the manager. This helps practitioners to improve their knowledge, understanding and practice, to benefit the care and support they offer to children. Regular staff meetings help to ensure a consistent approach, which means children feel secure and settled.

Thorough self-evaluation and careful monitoring of the provision provides staff with opportunities to identify strengths and weaknesses. Once identified, weaknesses are prioritised and acted upon so that positive improvements are made for the children. For example, all recommendations raised at the last inspection and by the local authority have been addressed, and the self-evaluation shows a clear picture of how progress has been highlighted and addressed. All aspects of the curriculum are reviewed regularly. This helps staff to identify children's needs and learning preferences and provide them with a broad curriculum that supports their development.

Staff have a consistent knowledge of all policies and procedures and are updated when any are reviewed. For example, all staff are fully aware of new policies implemented to enhance the settings safeguarding arrangements. Staff are fully aware of their roles and responsibilities regarding safeguarding and all have attended training with the designated

persons having attended training at the higher level. Rigorous procedures are followed with regards to staff recruitment and vetting, which includes checking the suitability of staff, students and volunteers. This helps to protect children from harm.

Overall, good partnerships with parents and carers help staff to meet children's needs. Detailed information is provided for parents about the setting. Links between key persons and parents are established, which ensures that children's needs are met consistently. Parents comment that they are able to talk freely with all staff, who have taken the time to explain progress and that they are extremely confident about the care and education provided. Parents' views and ideas are welcomed and actively encouraged through annual questionnaires. The setting has developed links with other early years settings and schools, which are also attended by some children. Whilst some information is shared to ensure continuity, such as topics covered and children's welfare, there is less focus on sharing information about children's learning and development, to ensure children receive a consistent learning experience.

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	319193
Local authority	Newcastle
Inspection number	896639
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	91
Name of provider	Heaton Nursery School Limited
Date of previous inspection	06/04/2009
Telephone number	0191 265 6427

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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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