

Spittal Day Nursery

Inspection report for early years provision

Unique reference number	EY313620
Inspection date	23/02/2009
Inspector	Sharon, Amelia Robson

Setting address	St John's Church Hall North Greenwich Road, Spittal, Berwick-Upon-Tweed, Northumberland, TD15 1RG
Telephone number	01289 330644
Email	joanne.knox@btopenworld.com
Type of setting	Childcare - Non-Domestic

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Spittal Day nursery has been open since 1995. It operates in a converted church hall, in a residential area of Spittal, Northumberland. It is within walking distance to the local amenities, including the school and shops. There are three nursery rooms with associated facilities, including an enclosed outdoor play area. The nursery is open each week day from 08.00 to 17.30, both term time and school holidays. The nursery is registered to care for 66 children under eight years old. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 87 children on roll, aged from three months to four years old and of these, there are 30 children receiving government funding. The nursery employs 11 staff, all of whom hold an appropriate qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children are making very good progress in their learning and development. Staff know the children very well, ensuring each child is valued and respected as an individual. Settling in procedures and the gathering of personal information, ensures that the individual needs of children are met from the start of a placement. The nursery works hard for continuous improvement and they reflect on their practice, to identify areas for future development and they also implement actions and recommendations from previous inspections. Staff have effective relationships with parents and other agencies, including close contact with the local school. Staff are motivated and committed, they are friendly and approachable, ensuring that activities and experiences provide interest and that they encourage and excite the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure procedures for seeking emergency medical treatment are clear
- ensure children's monitoring and assessment records are related to the individual child.

The leadership and management of the early years provision

The manager is an extremely positive role model for all nursery staff. Both the manager and senior staff have very good knowledge of the Early Years Foundation Stage (EYFS) and they are enthusiastic in sharing this knowledge with staff and parents alike. Documentation required for the safe and efficient management of the nursery is very well organised and is used effectively, to promote all aspects of children's health, welfare and safety. For example, safeguarding and security systems are understood and followed vigilantly by all staff. Detailed and comprehensive risk assessments are in place, ensuring hazards for children are

identified and dealt with. Robust recruitment procedures are followed, to ensure children are protected and cared for by suitable adults. The effective staff inductions and appraisals, identify areas for professional development and staff have very good access to relevant training, which greatly enhances their skills and knowledge in childcare. A number of staff have attended safeguarding training and as a result, they have a secure understanding of their roles in ensuring children are safeguarded.

The nursery has developed extremely positive relationships with parents. Detailed information is given to and collected from parents at the start of a placement, which helps the nursery gain information, relating to children's development and starting points. Also, introductory visits ensure that both the child and their parents are settled and happy within the nursery environment. Parents receive regular information from staff, both verbally and written. Daily records, newsletters and activity information sheets, which includes details of themes, outings and activities, keeps parents up to date with what is happening in the nursery and to encourage them to explore themes and topics at home with their children.

The nursery has begun to use the EYFS self assessment and they have clear procedures in place, to assess and monitor the service they provide. They have made very good links with the local school, with children having regular opportunities to visit the reception class. Previous recommendations and actions have been addressed, for example, the introduction of the intercom and closed circuit television systems have enhanced children's safety.

The quality and standards of the early years provision

Staff's good knowledge of the EYFS requirements means that they are competent in helping all children progress well in the six areas of learning. Written plans are linked to the EYFS and early learning goals. Staff observe children, in order to understand their learning and development needs and interests. Staff provide children with challenging, yet realistic opportunities, experiences and activities. Observation and assessment systems are in place and each key person has detailed written observations of each child and ensures these are linked to the EYFS and children's progress. However, development files are not solely related to individual children.

Children are extremely happy, settled and secure in the setting. Staff have very good relationships with the children and they are very caring and affectionate towards them. There is a very good balance between adult-led and child-initiated activities, which ensures that children have opportunities to become independent and active learners. Staff actively listen to children and respond in an appropriate manner. Older children are very confident in recognising and naming shapes, colours and numbers. For example, a group of children have great fun in sorting camels of various sizes and colours into groups. Children of all ages have great opportunities to develop their creative skills, as staff provide daily activities for children to freely explore a wide range of art and craft materials. For example, the youngest children were given paint and brushes to make pictures, however, when they discovered that they could use their hands instead, they were given lots of

encouragement from staff, who then introduced sponges to the activity.

Children use the well resourced outdoor area, as well lots of visits and outings in the local community. Including visits to the beach and lifeboat station. Children have access to computers and they have access to a wide range of books and resources, that show positive images of diversity and difference. They also celebrate cultural festivals and events.

There are comprehensive policies and procedures in place, however, information regarding seeking emergency treatment is not always clear. Children's good health and well-being is promoted, as staff have a very good awareness of the nursery procedures and practices. Children are encouraged to wash their hands at appropriate times and to discuss the reason for doing this. They learn about healthy eating and have opportunities to participate in cookery sessions. They recently made vegetable soup and they were able to help with the preparation of all the vegetables. Children's behaviour is very good, they learn to share, to take turns and to respect others, from the positive role models provided by staff. For example, older children wait patiently in line before going out on a walk. Children are happy to help with tidying up and they respond very well to praise and encouragement. They are developing an understanding of boundaries and a good sense of staying safe, as staff talk to children about how to stay safe when crossing the road.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met