

# Nurserytime Kindergarten

73 Beach Road, SOUTH SHIELDS, NE33 2QT

<b>Inspection date</b>	11/02/2013
Previous inspection date	26/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The highly skilled staff have a thorough knowledge of each child's individual needs which ensures that all aspects of children's welfare and learning are promoted with great success.
- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment.
- Management have an exceptional overview through monitoring systems which show them how each child progresses against each area of learning and development. This ensures a broad range of experiences to help children make rapid progress.
- The safety of children is paramount and staff support them to understand how to keep themselves safe and the importance of a healthy diet.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 three playrooms, the outdoor learning environment and spoke to children and staff.
- The inspector looked at children's learning journeys, planning documentation, the provider's self-evaluation form, 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 and carers spoken to on the day.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

Nurserytime Kindergarten was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a three-storey terraced house in the South Shields area of South Tyneside, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of child care staff. Of these, 11 hold appropriate early years qualifications at level 3. One member of staff holds a BA (Hons) in Childhood Studies.

The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 74 children attending who are within the early years age group. Kool Time for Kids Club opened in 2003. It operates from the top floor in the same property in South Shields. The Club opens weekdays throughout the year on a demand-led basis from 7.15am to 6pm in school holiday periods and 3.15pm until 6pm during term-time. The nursery provides funded early education for three- and four-year-old children and cares for 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:

- consider building on knowledge already obtained about the different languages, cultures and religions of children at the nursery.

## Inspection judgements

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

Staff plan and organise the systems to ensure that every child receives an extremely enjoyable and challenging learning and developmental experience that is tailored to meet their individual needs. Consequently, children have the opportunity to participate in an excellent range of activities and experiences. Staff plan and promote their individual learning based on the Early Years Foundation Stage prime and specific areas with great success. The information gained from weekly observations that staff carry out for each child, very effectively guides planning. The record of each child's development is recorded in a learning journey which links into the applicable areas of learning. Staff complete a summary of each child's development every six months and complete a tracker which shows how children develop. It identifies any possible gaps in their learning and whether

they are challenged sufficiently.

From the time they arrive, children are eager to explore and they meet every new challenge with real enthusiasm. Babies and young children use staff as a secure base from which to explore independently in their playroom. For example, they investigate the natural resources, such as pine cones and enjoy banging on stainless steel dishes. Older children demonstrate friendly behaviour, eager to talk to visitors and show them what they have done. For example, they demonstrate how they use scissors to cut the clay and show an interest in shapes as they identify that they have cut a square shape with a cutter. Everyday activities, such as hopscotch, help children to recite some number names in sequence. Babies and young children show an appreciation for books. They select them from the low-level shelf and sit on their own carefully turning the pages. They develop an understanding of how to operate toys and resources with simple mechanisms. For example, they press a button on the electronic book so that it makes a sound. Pre-school children listen attentively to each other at circle time. The use of visual aids stimulates their interest and communication and language skills as staff ask what might be in the box. They successfully guess that it is a well-known cartoon character after taking turns to handle and look at the box. Staff support children in recognising and writing their own names. They start to form recognisable letters as they attempt to write and can easily recognise which is their name that is displayed on the wall.

The setting recognises and values the role of parents, families, and others working with children. This results in an excellent partnership with parents. They work closely together to exchange information about their child through various means. Staff complete a diary about what children have been involved in, which is sent home. Parents are encouraged to complete a 'Wow Moments' sheet and a weekly sheet at home which enables staff to follow children's interests when planning activities. They are invited in every six months to view their child's summary of progress and together with the staff decide on the next step in their child's learning. They can take their child's learning journey home at any time and share it with family members. All this helps to prepare children for the next step in their learning.

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

Highly skilled staff ensure that children are helped to form secure emotional attachments. The manager and children's key person visit prospective children in their homes so that they can observe the child in their home environment and get to know the family. It is suggested that staff consider how to build on their excellent knowledge of children's families and cultures to enhance the settling-in period for children. Children visit the nursery with their parents and then have settling-in visits on their own. This results in children that make a smooth transition from home to the nursery. Staff carry out transitional observations on the child at their visits, noting their interests and how they settle. Parents complete an 'all about me' sheet about their child's basic needs. With the key person they complete a care plan about sleep patterns, feeding details, allergies and any further information that staff might need to know. This results in staff that understand children's needs, who plan very effectively right from the start for them. In the absence of

a child's key person an effective system ensures that a member of staff that also works in the room with children is nominated as a key person buddy to cover in their absence. This ensures there is little disruption to children's feeling of security.

There is a very calm atmosphere throughout the provision and staff use appropriate strategies to manage children's behaviour which means that children begin to understand what is expected of them. When behaviour is disruptive staff talk to children about what they are doing. In pre-school children are very familiar with a set of rules displayed on the wall and will point to them and remind their friends if they are doing something that they should not. This results in children that feel safe and secure in the nursery. Children are cared for in a safe, spacious, well-maintained and attractively-presented environment. Resources are easily accessible in each of the playrooms which develops children's independence as they make their own choices. Children benefit from the varied menus that take account of their dietary needs and introduce them to an excellent range of healthy foods. Meals are cooked freshly on the premises, and children learn table manners and social skills as they sit together. Staff are deployed very well so that children have opportunities to move freely and with pleasure and confidence in a range of ways. They all access the outdoor areas where, for example, they ride bikes, draw tracks with chalk and move around without bumping into each other.

The strong skills of staff ensure that children are well prepared for the next stage in their learning. They effectively liaise with other settings that children attend. They exchange information about children's development and share a diary with provisions, such as a nursery where staff do not have direct contact. Effective procedures are in place for when children move to the next room in nursery. Staff complete a transition form which parents contribute towards. They agree what areas they would like staff to focus on. This results in staff that are aware of children's needs and stages of development. All of this prepares children extremely well for their transition to school.

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

High priority is given to children's safety and welfare. Staff morale is very high and they all take responsibility for what they do within the nursery. They have a very good understanding of safeguarding procedures and capably describe procedures for reporting all concerns or incidents to relevant agencies to protect children from harm or neglect. Procedures for the use of mobile phones are also in place to safeguard children. Children are further safeguarded by the nursery's robust employment procedures which ensures the suitability of staff who work with the children. Annual appraisals, staff supervision and management observations of staff's work, enables managers to sharply focus evaluations of staff practice to identify their strengths and areas for further development and training. Staff work really well together as a team and staff retention is good. Effective procedures ensure that staff absence through illness or holidays is covered effectively to ensure that children's needs continue to be met. Daily risk assessments for all areas of the nursery are carried out, which ensure that all aspects of the premises remain safe for children. These include regular fire drills so children know how to keep themselves safe in an emergency.

Risk assessments are also carried out for outings to ensure staff ratios are maintained when on trips.

The manager has effective procedures to monitor the educational programme that is offered. Every six weeks she meets with staff and goes through their key children's learning journals to ensure they are completed accurately and that children's learning is being tracked appropriately. This ensures that any gaps are swiftly identified and addressed. Improvements made since the last inspection demonstrate the management team's drive for excellence. The recommendations have all been implemented, such as improving all children's access to information technology equipment. Self-evaluation is at the core of the improvements where management and staff have become very skilled at recognising areas for improvement and implementing them. For example, they discuss how they have identified that pre-school children would benefit from free access to the outdoor area. This has resulted in plans to move them to a different room which contributes to children's achievements over time.

Successful procedures are in place for staff to liaise with other agencies that are involved with children. From the close monitoring of children's learning and development they confidently identify if a child has additional needs. They attend meetings with outside agencies to discuss children's needs which enables them to secure and receive the support that they need. Parents are enthusiastic about their child's time at the nursery. They state that they are kept fully informed about their child's activities and development and feel that they could raise any concerns with staff.

### **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 action. 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>	EY102296
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	904509
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Mr John & Mrs Susan Brown
<b>Date of previous inspection</b>	26/05/2009
<b>Telephone number</b>	0191 454 2880

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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, which are usually the childminder's 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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