

# Teesdale Childrens Day Nursery

Pearson House, Pearson Way, Thornaby, STOCKTON-ON-TEES, Cleveland, TS17 6PS

<b>Inspection date</b>	15/04/2013
Previous inspection date	15/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 settle well and are keen to learn in this welcoming setting. They are provided with a broad range of activities that capture their imagination and consequently they make good progress in their development.
- Children develop high levels of confidence and self-esteem because staff fully recognise and acknowledge their efforts and achievements with meaningful praise.
- Children are kept safe and free from harm because staff have a good understanding of how to promote their safety and well-being. The setting is safe and secure in all areas, which means children are able to move about freely and decide where they want to play.
- Purposeful relationships are forged with parents, other providers and a wide range of agencies. This supports consistency of care for children and supports children's individual needs being well-met.

### It is not yet outstanding because

- Current resources, in the room for children aged two to three years, limit opportunities for children to explore and learn through sensory experiences.
- Children's awareness and understanding of people and communities, with particular regard to disability, is not fully promoted.

## 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 main playrooms and outdoor areas.
- The inspector spoke with the area manager, manager, staff, children and a parent at appropriate times throughout the inspection.  
The inspector looked at children's profiles, planning documentation, the settings self-evaluation form, policies and procedures, children's records and other relevant documentation.
- The Inspector carried out a joint observation with the manager.

## Inspector

Vivienne Dempsey

## Full Report

### Information about the setting

Teesdale Childrens Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in Stockton-on-Tees. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 15 members of child care staff. Of these, all hold appropriate early years qualifications at level 2 or above.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6.15pm. Children attend for a variety of sessions. There are currently 74 children attending who are in the early years age group. The nursery provides funded early education for two-, 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:

- extend resources in the room for children aged two to three years, in order to improve opportunities to inspire exploration and encourage them to use their senses
- provide further resources and activities to raise children's awareness of people's similarities and difference, with particular regard to disability.

### Inspection judgements

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

The staff work with the parents to support the children to settle into the setting very well. They seek information about each child's individual needs and starting points. This enables the key person to ensure consistency of care, supporting children's individual needs and challenging their learning from the start. The staff have a good knowledge and understanding of the areas of learning. They provide a purposeful and interesting learning environment that enables children to be motivated and make good progress in their learning. Clear observations and assessments are completed on a regular basis by staff. These identify children's next steps and enable staff to provide the relevant activities through their planning that fully support their ongoing progress. Parents have access to their children's profile and can add their own comments, both verbally to staff and written.

Time is offered at the beginning and end of sessions to enable them to talk with their key person about activities their child has been involved in, progress and any changes. Staff provide a wide range of information of activities parents can do at home and resources are available for home loan, which helps to support continuity of children's learning.

Staff work with children who speak English as an additional language and children with special educational needs and/or disabilities and provide additional support to ensure all children are fully included. They demonstrate a positive attitude to equality and diversity and regularly discuss the wider community with the children. They celebrate a variety of festivals, parents are invited to cook different foods from around the world and staff provide dressing-up clothes to raise children's awareness of different cultures, traditions, and beliefs. However, there are fewer resources and activities showing positive images of people with disabilities. Consequently, children's awareness and understanding of similarities and differences between themselves and others is not maximised.

Children independently access resources, as they choose to initiate or extend their play. For example, children play at 'shopkeepers' in the role play area. They use their imaginations to play out a range of familiar scenarios, such as choosing items from the shop, using the till and exchanging money. Staff regularly encourage children's awareness of mathematical concepts, including number games and weighing ingredients for baking. Pre-school children have great fun 'messy mixing' and experimenting with a range of ingredients to make their own cakes. For example, they freely choose their own ingredients, such as, sugar, flour, breakfast cereals, herbs and coloured water. Staff encourage children's communication skills well as they listen attentively as children talk about the ingredients they have chosen. They skilfully question children to extend their thinking, for instance, when discussing what might happen if they add too much water. However, resources to inspire children to explore, investigate and use their senses, are used less well in the room for children aged two to three years.

Staff are animated as they share books with children and skilfully use puppets to enhance story time. All children have independent access to a wide range of books and enjoy 'reading' independently or in small groups. All of which effectively fosters a love of reading. The progress check at age two has been completed for all relevant children. Parents and external agencies are fully involved in the process and any concerns have been shared and acted on.

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

Children are happy, confident and secure as a result of the staff's praise and support. The key person system is well established. Consequently, children feel a strong sense of belonging and have built secure attachments. Children initially visit the setting with their parents and have the option to have several short stays until they feel comfortable to remain for a full session. This has a positive impact on ensuring that children's transition into the setting is smooth. Children behave well and know what is expected of them through the consistent and realistic boundaries set by the staff. Pre-school children have also worked with staff to develop the 'golden rules', which further develops their understanding of expected behaviours. The good organisation of resources encourages

participation and promotes free choice and independence well.

Staff are very proactive in helping children to follow a healthy lifestyle. For example, they enable children to learn about dental hygiene as they clean their teeth before lunch. They make sure they know how to use their brush effectively. The setting has a designated cook and they work closely with parents to ensure meals are nutritious and meet children's individual needs and requirements. Children have free access to the outdoor area throughout the sessions, which means they benefit from plenty of fresh air and have good opportunities to develop their physical skills. For example, older children enjoy climbing and sliding and younger children have great fun manoeuvring push-along toys and trundle trikes in the outdoor areas. Children also join in with regular yoga sessions to further develop their physical skills.

Staff ensure that children regularly practise the evacuation procedure and tidy away resources on the floor, so they do not trip. Consequently, they are starting to take responsibility for their safety. This is further promoted through related discussions and staff highlighting dangers, such as the need to be careful when throwing balls indoors so they do not hit anybody.

Good systems are in place for transition to local schools and nurseries. For example, staff work closely with children, parents and other providers to fully support children's transitions, helping them to prepare for the next stage in their learning.

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

The management team demonstrate a secure understanding of their responsibilities within the setting. This includes effectively monitoring the planning and delivery of the educational programmes and safeguarding children. Children are safeguarded well as staff clearly understand their responsibilities with regard to child protection issues. Regular risk assessments, both indoors and outside, minimise the chance of accidental injury effectively. The robust recruitment procedure ensures that all staff are checked with regard to their suitability, qualifications and experience, in order to keep children safe. This is complemented with an effective and well-established induction procedure for all staff and students. Consequently, staff demonstrate a good understanding of policies and procedures and implement them well.

Staff performance is monitored well, which ensures the management team's high expectations are met. Staff undertake a range of training to develop their knowledge and enhance their practice. This has recently included attending food hygiene and child protection courses. They demonstrate a good understanding of the importance of partnership working with other professionals and parents. This enables them to give children many opportunities to reach their full potential.

Staff follow an effective self-evaluation process, which includes input from parents and children. For example, parents are asked to complete regular questionnaires and the 'listening tree' provides opportunities for parents and children to share their views on the

service provided. Staff clearly identify their strengths and are realistic as they recognise areas for improvement. They also work closely with a wide range of advisers and improvement officers to develop and enhance opportunities for all children. Daily verbal communication with parents, regular progress reports, a designated noticeboard and copies of the policies and procedures, ensure parents are well informed at all times. Parents comment that 'staff are lovely and children are safe and they have a fun time in a creative environment'.

### **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>	305998
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	909510
<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>	59
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Nunthorpe Nurseries Group Ltd
<b>Date of previous inspection</b>	15/02/2010
<b>Telephone number</b>	01642 606868

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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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