

Cleadon Village Kindergarten

53 Front Street, Cleadon, SUNDERLAND, Tyne and Wear, SR6 7PG

Inspection date	17/04/2013
Previous inspection date	16/11/2009

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

- The nursery rooms are inviting and are very well resourced. They provide a stimulating learning environment for children. Toys and equipment are of high quality and are used successfully to support children's all round development.
- Children have close relationships with staff. This means they are well supported with lots of adult attention and are happy, confident and willing to 'have a go' at new or challenging activities.
- There is a strong commitment to improving the nursery provision. The whole staff team are motivated, enthusiastic and dedicated to providing good quality care for all children.
- High priority is given to promoting the health and safety of children. Risks are minimised to prevent possible dangers to children and good hygiene practices are followed to prevent the spread of infection.

It is not yet outstanding because

- Arrangements are not fully successful in engaging all parents in their children's learning in the setting and at home so staff can take this into account when planning activities and fully extend children's learning towards excellence.
- The current documentation used as an Early Years Foundation Stage assessment tracker does not clearly show where children are in their development in all aspects of the areas of learning. This does not aid staff in helping children to make optimum progress.

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 care and activities in the nursery rooms and the outdoor area.
- The inspector held meetings with the manager, the care and curriculum advisor and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and other documentation including the nurseries written policies and procedures.
- The inspector took account of the views of parents expressed through conversations during the inspection and through nursery questionnaires.

Inspector

Lindsey Pollock

Full Report

Information about the setting

Cleadon Village Kindergarten was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two storey self-contained building. It is situated in a residential area of Cleadon in South Tyneside. It is one of 213 settings owned by Busy Bees. The nursery serves the local area and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 34 members of child care staff including the manager, of these, 32 members of staff hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 210 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- build on the opportunities to support all parents to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move children forward in their learning
- improve the recording system for assessing children's progress so it is more sharply focused to show achievement in all aspects of the areas of learning to enable staff to use the information to extend children's learning towards excellence.

Inspection judgements

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

Staff have a secure knowledge of how to promote children's learning and development so that all children make progress. They plan a wide range of stimulating activities that cover the length and breadth of the Early Years Foundation Stage. These activities take children's interests and the next steps in learning into account. For example, areas and resources are changed regularly in response to children's requests and activities are planned to provide individual learning opportunities. Good systems are in place to establish children's starting points in their learning so that staff can plan accordingly. Staff gather information from and with parents and then observe the children for a number of

sessions before making their initial assessment. Children's progress is then monitored through observations which are documented in informative learning journals.

Staff ensure children have the skills, attitudes and dispositions they need to be ready to make the transition into school. They promote children's communication skills well by asking children questions to extend their vocabulary and conversing with them. They provide small group times and give one to one attention to help children develop their listening and understanding skills. Where it is identified that children may need extra support, the nursery works well with parents and other professionals to ensure children get the help they need. Staff provide lots of opportunities to help children develop in their independence. The vast majority of staff encourage children to try things for themselves, for example, putting on their coats to go outdoors and putting on aprons to play in the water. Arrangements at meal times enable children where appropriate to help set the table and serve themselves food in line with company policies. The nursery rooms are extremely well resourced and provide a stimulating learning environment for all children. Staff use the resources well to promote children's development. For example, puppets help to make music sessions exciting and meaningful for younger children and staff use the parachute to teach children how to work together as a team and play cooperatively. Children love books and staff fully encourage and support this interest. Lovely, cosy areas are provided in all rooms for all children to sit quietly and look at books by themselves or to sit closely with staff whilst they read stories to them. Stories often prompt children to develop their own ideas, such as making rockets to 'fly to the moon'. Good use is made of the local community and surrounding areas to promote children's understanding of the world. Additional activities, such as early French lessons and sessions led by musicians from the Sage in Gateshead provide children with additional learning opportunities.

Staff recognise that children's learning and development are best promoted when both they and parents work together. They look for new ways to encourage and enable parents to share information about what their child is doing at home. However, as yet they are not yet fully engaging with all parents so they can extend children's learning towards excellence. Strategies, such as taking 'Patrick the panda' home, work particularly well in the pre-school room in building links between the home and the setting. Children thoroughly enjoy looking at his 'busy' photograph journal and proudly talk about the time they cared for him at home.

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

Children and staff develop close and warm relationships. This is evident when children show their delight when a member of staff arrives to care for them. Parents say that their children are always happy to come to the nursery. Babies look to staff for reassurance and hold their arms out to them to be picked up. Staff respond appropriately resulting in children feeling valued and special. The key person system is well organised which further helps children in feeling secure and settled. Very effective procedures are in place to help children's transition between home and the setting. Individual needs are considered when arranging the number of visits prior to the child being left and staff work closely with parents to ensure similar care routines are followed in the setting and home. Care is taken

to ensure children are supported and prepared when they are ready to move to the next room in the nursery. Parents are consulted, children visit the room, and information is shared between key persons.

Children are becoming increasingly able to manage their feelings and behaviour. They show an understanding and cooperate with boundaries and routines, such as sitting quietly and listening in small group times and washing their hands when appropriate. They help to tidy up when asked and recognise the sound that alerts them when it is time to do this. Some are less enthusiastic about this task than others and have managed to acquire the skill of 'looking busy' while not really helping very much. However, staff know the children well and recognise who needs a little more encouragement to 'do their bit'. Clear friendships are formed as children get older and they play together well. These friendships help with their eventual transition into school as some children will attend the same primary school together in September. Staff help children to learn to keep themselves safe. An area of the pre-school room currently has resources to help children to learn about road safety and children have their own 'traffic lights' and 'road crossing' resources, as well as, experiencing the 'real thing' when they go out in the community. Children cared for on the first floor safely manage the stairs as they go to and from the outdoor area. They know to go up and down in single file and hold onto the bannister. Staff caring for younger children give gentle reminders about safe practice and are watchful to prevent accidents occurring.

Children's health is promoted well. High standards of hygiene are maintained throughout the nursery areas which help to prevent the spread of germs. Staff make sure all areas are clean including all eating areas and follow good hygiene practices, such as wearing gloves for nappy changing. Children have their own bedding which is washed after each use. Children learn to manage their personal care well with good support from staff. Older children know how to wash and dry their hands thoroughly and when they need to do this. Pictorial prompts serve as a reminder for children if needed. The vast majority of staff have completed first aid training which gives them the knowledge to deal with any incidents appropriately. Due to the layout it is not possible for children to access the outdoor area on a free-flow basis. Also, because of the number of children on roll it is not possible for them to choose when they wish to play outside as a rota is in place to ensure all children have the opportunity play outdoors safely. However, staff ensure that children are taken out to play at least once a day, and frequently more often, so they can benefit from the fresh air and use the outdoor equipment. When possible they take children out in the local community. Activities, such as 'wake and shake' teach children that exercise keeps them healthy and that it can be great fun.

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

This inspection took place following the issue of a warning letter from Ofsted to the registered provider for failure to notify a significant event. Procedures are now in place to ensure company policies are followed with regards to the reporting of significant events to ensure children are safeguarded. Robust recruitment and induction systems are in place to

help ensure staff are suitable and skilled in their roles. The nursery manager is the designated person for safeguarding and is confident in this role and knowledgeable of procedures. All staff complete safeguarding training as a mandatory requirement of their employment with the company are fully aware of their responsibilities for protecting children. Children's safety is given high priority and all staff are vigilant in ensuring the premises are safe. Security is good. The premises are secure and children are well supervised.

The leadership and management team shows a good understanding of how to implement the learning and development requirements. They monitor the provision to ensure that children experience a wide range of activities that cover all areas of learning and support staff in delivering these. The nursery manager undertakes practice observations to help staff improve and develop. As a result, most children are making good, and some make very good progress in their learning. An Early years Foundation Stage tracker document has been provided by the management team for staff to use to summarise children's progress. However, this document does not clearly show where children are in the individual aspects of the areas of learning and development so that staff can use this information to help children make the optimum progress in their development.

The leadership and management team demonstrates a strong drive for improvement in order to enhance the outcomes for children. They actively promote the ongoing professional development of staff through regular supervision and appraisal. Staff attend regular training to continue to improve their skills and knowledge and good practice is shared between the nursery rooms. The nursery manager accurately evaluates the provision and identifies areas for development. Staff and parents are consulted about the provision and contribute to the self-evaluation of the setting. Children also 'have a voice' and are listened to and consulted about issues that concern them, for example, activities and resources and the employment of a new cook.

Partnerships with parents are good. Staff seek the views of parents through daily discussions and regular questionnaires. Parents strongly praise the setting, valuing the care their children receive. Comments include 'more than happy', 'staff genuinely have the best interests of the children at heart', 'staff are friendly and approachable' and 'I don't think my child would be as confident and happy without nursery'. They are happy with the progress that their children receive and most are happy with the information they receive about this. The nursery staff work hard to build partnerships with other providers of the Early Years Foundation Stage. This helps children to make progress in their learning and development. They work closely with outside agencies to ensure all children receive the help and support they need to learn and develop.

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 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

Unique reference number	EY262600
Local authority	South Tyneside
Inspection number	908857
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	130
Number of children on roll	224
Name of provider	Just Learning Ltd
Date of previous inspection	16/11/2009
Telephone number	0191 5373333

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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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