

# Washington Day Nursery

Washington Day Nursery, Knoulberry, Blackfell Village, WASHINGTON, Tyne and Wear, NE37 1HA

## Inspection date

01/07/2013

Previous inspection date

04/10/2012

## 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

- Activities match children's interests and respond to their needs. Adults listen to children and effectively extend their learning, by joining in their play and using open-ended questions to encourage further explorations.
- The experienced staff's caring and sensitive manner helps children form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Accurate and focussed self-evaluation promotes continuous development and ensures improvements are made in areas where they are most needed.
- There are strong partnerships with parents and other people involved in the care of the children, which effectively ensures each child's individual needs are known and met.

### It is not yet outstanding because

- The outdoor area lacks a range of large play equipment for older children to use in different ways, such as A-frames, so that they can develop their gross motor skills when climbing.
- There is room to improve the provision of child-made and adult-scribed stories, so that they are available in all the playrooms, so that children can use them for sharing stories with others and to recall past events.

## 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 had a tour of the premises with the manager.
  - The inspector observed activities in the playrooms throughout the day.
  - The inspector met with the manager and deputy and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation,
- 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 through discussion.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

Washington Day Nursery originally opened in 2004 and was re-registered in 2012 as a limited company, on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Blackfell area of Washington. The nursery serves the local area and is accessible to all children. It operates from its own premises in the grounds of Blackwell Primary School and children are cared for in three playrooms. There is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including two staff with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 88 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:

- provide a range of large play equipment for children to use in different ways, such as, A-frames so that they can develop their gross motor skills when climbing
- add child-made books and adult-scribed stories to the book area in the two to three year old Daffodil room and use these for sharing stories with others.

## Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and the prime and specific areas of learning, which they implement with success. Staff have adopted the High Scope approach to learning, which supports children's learning effectively as they gently extend children's thinking and reasoning to the next level. Staffs familiarity with children's preferred ways of learning means that each child has enjoyable experiences and makes good progress. Children are involved in planning for themselves at the start of the

session. They carry out their planned activities and then review them at group time at the end of the session. This helps children become very independent in choosing what they would like to do. Staff keep a record of children's learning and development, which includes regular observations. They link these into the areas of learning and note the next step. A tracking sheet is kept for each child that covers all the learning and development requirements, which when completed shows if there are any gaps or delays in children development. All this information feeds into future planning. This also means that children with identified needs are well supported.

From a young age children explore from the security of the close-by presence of staff, who sit with them during their activities, encouraging them where appropriate. This gives children the security to choose confidently what they would like to do, such as manoeuvring the remote control car round the room. Older children take part in cooperative games, which helps them learn to share and take account of other children's feelings. For example, they all sit round a big piece of lycra, holding onto the edge. They sing songs together and move the lycra in time to the rhythm. Open-ended questions from staff during activities help children to talk about what they see, hear, think and feel. For example, when asked, they consider what they could do with an orange. After some thought, they say they can make orange juice. Children from a young age show their curiosity and use talk to clarify their thinking. For example, they approach the inspector and show great curiosity in the laptop, they ask the inspectors name and what are they doing. Children of all ages enjoy looking at books. Baby room staff have supplemented bought books with homemade books to use with the children. This stimulates their interest as they help to choose what rhymes they want to sing and talk about the pictures of animals and other children in the room. Homemade books in pre-school support children with communication difficulties. They cover who the staff are, routines and areas of the nursery. Children take these home, which enables them to talk about the nursery at home. However, homemade books are not as evident in the two to three year Daffodil room to encourage children to read for themselves and recall past events. Staff find out about children's ethnic backgrounds and home languages, to support children's language development, for those, for whom English is an additional language. They talk to parents about what foods children from different backgrounds have and provide appropriate meals for them.

Children's early writing skills are encouraged in a variety of ways. They draw pictures, paint and start to write their own names as they get older. Staff support them in their efforts by asking children what the first letter is of their name and sound it out for them, getting them to repeat it with them. Stimulating activities ensure that children's interest is quickly gained. For example, staff provide all the ingredients for making play dough. Children each have a turn at adding the ingredients and stirring the mixture. Once ready they squeeze and roll it, use scissors and cutters to gain the desired effect they want. They thoroughly enjoy doing this, using their senses to smell the play dough, which has chocolate powder in it and develop an understanding about numbers as they count how many cakes they make. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

Parents are warmly welcomed into nursery by the approachable staff. They are

encouraged to be fully involved with their children's learning and development. They complete 'wow moment' observations at home. Staff use this information to accurately track children's development and interests along with their own observations. Parents evenings are held twice a year, where they discuss their children's development and talk about the next steps. This helps them to continue their child's learning at home. Staff in the nursery plan events where parents can visit the nursery with their children and stay to observe and join in with their activities. For example, recent events include play and stay in the baby room and stay with your child for breakfast. This helps parents to understand what kinds of things children get involved in at nursery.

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

Staff promote a calm and caring atmosphere, where children develop positive relationships with them and their peers. Children attend for settling-in visits prior to starting and the warm approach of staff helps them to settle quickly and to feel safe and secure. Staff find out about children's needs by chatting to parents and parents complete an 'All about me' document, which informs staff about children's likes, dislikes and routines, which helps staff to plan effectively around their interests. Children are observed by staff at their settling-in visits and it is noted which member of staff they form a bond with. This member of staff is then assigned as their key person, which ensures children form secure attachments and feel safe and secure.

Staff have a calm and consistent manner with the children and follow sensitive behaviour management procedures. Children become familiar with routines, show an understanding and cooperate with some boundaries. For example, they help to put toys away before starting a new activity. Through staffs careful management of behaviour they learn to negotiate and solve problems without becoming upset. For example, staff talk to children about how they can share the remote control car. This results in children learning to share by sending the car to each other and passing the remote control over between turns. Children access a spacious and welcoming environment. In each playroom resources are easily accessible for them on low-level storage units. This helps them to make their own choices and develops their independence. In the garden, children play with water that they access from a tap. They use paint brushes to make marks with the water and observe what happens to it when they pour it out. Babies access their garden directly from their room. They play in the large sandpit, dig in a box of soil and use the small climbing wall to pull themselves up. However, there is no large equipment for older children to develop their large muscle skills in climbing.

Children's independence and self-care skills are strongly promoted in the nursery. Staff support children to do things for themselves. At lunchtime children choose what kind of plate they want for their dinner and choose from the trays of food on the trolley. When they have finished their food they wash their own plates and cutlery. In the home corner real foods are provided for children to develop their imagination realistically. For example, under the close supervision of staff they cut up fruits and vegetables. This gives staff the opportunity to talk to the children about cutting safely and about the different foods to develop their understanding of healthy eating.

The staff have a good knowledge of how to prepare children for moving to another setting or to a new room in the nursery. They work with other providers, who deliver the Early Years Foundation Stage to ensure this happens smoothly. They pass on learning and development information when children first start at nursery school and further information on a weekly basis about what children have been involved in. This keeps the school nursery informed about children's current interests. When children move from room to room in the nursery, they go for short visits to help them become familiar with the new room, staff and children.

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

The management team and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. A range of appropriate policies and procedures support children's safety and welfare and robust recruitment practices ensure the safe employment of suitable and qualified adults in the setting. The management team demonstrates strong leadership and management skills. All staff are enthusiastic, capable and competent in their specific roles and responsibilities. Their ongoing suitability is continually assessed by the management team through supervisions every six weeks and an annual appraisal. They also observe staff in their work, which enables them to give positive feedback and raise any areas for further development. Robust safeguarding procedures are in place, with which all staff are familiar. This successfully promotes children's safety and security. Evidence of staff suitability is readily available for inspection. All staff are vigilant in their supervision of children and are familiar with the local safeguarding procedures. Risk assessments are conducted daily for the premises to ensure that any possible hazards are identified and minimised for children. Policies and procedures are shared with parents, which help them to understand how the nursery is run. For example, an appropriate sickness policy covers when children should not attend due to illness and what staff will do if children fall ill while at nursery.

The management team have an excellent overview of the educational programme. A data check of children's learning and development is completed termly, based on the tracking sheets that staff complete, which plots each child against each strand of learning. This information is analysed to show how children make progress over time and whether any interventions are needed. Self-evaluation is very strong at the nursery. The management team use a setting development plan, which is reviewed every term. This sets targets for improvement with timescales and who is responsible, which supports children's achievements over time. Parents are involved in the self-evaluation as they complete a wide variety of questionnaires about their views and practices of the nursery. Local authority development officers visit regularly to provide advice and support, which helps to identify areas for improvement. The recommendations raised at the last inspection have been implemented. For example, observations in children's learning and development records have been amended, so that they clearly show when children's next steps have been implemented.

Staff work closely with outside professionals, where children have an identified need. They follow their advice, attend meetings and develop an individual educational plan to follow for the children. This ensures their individual needs are met appropriately, which enhances and supports their learning. There is an excellent relationship with parents, which contributes to children's well-being and sense of belonging. Parents speak highly of the setting and the staff, stating that they are kept well informed about children's progress and feel confident to raise any concerns with staff that they might have.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY444161
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	901497
<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>	55
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Tyneside Early Education
<b>Date of previous inspection</b>	04/10/2012
<b>Telephone number</b>	019141711113

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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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