

2nd Home Childcare

Birtley Osteopathic Clinic, The Croft, Durham Road, Birtley, CHESTER LE STREET, County Durham, DH3 1LY

Inspection date

05/07/2013

Previous inspection date

12/07/2012

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

- Children are effectively safeguarded. All staff are well informed about child protection issues and the premises are safe. The manager ensures that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Partnerships with parents are strong. Parents speak highly about the nursery and the different ways staff support them in helping their children to settle and involve them in their child's learning.
- Children are achieving well and are motivated and keen to learn. They explore confidently and play purposefully, and are developing skills they need to support the next stage in their learning.
- Children with special educational needs and/or disabilities are very well supported to make as much progress as possible in their learning, with staff working closely with parents and other professionals.

It is not yet outstanding because

- There is scope to enhance older children's interest and participation in stories.
- The outdoor environment does not always give children the opportunity to fully explore and investigate the natural world.

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 held discussions with the nominated person and manager at the beginning of the inspection and throughout the day.
- The inspector observed activities in the childcare rooms and the outdoor environment, and spoke to staff and children at appropriate times.
- The inspector took account of the views of parents spoken to throughout the inspection.
- The inspector held a meeting with the nominated person and the manager.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and looked at the nursery's self-evaluation form, written records of risk assessments and some written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

2nd Home Childcare was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by a limited company and operates from a separate building located within the grounds of The Croft, in the Birtley area of Gateshead. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Saturday all year round. Sessions are from 7am until 6pm Monday to Friday, and 8am until 5pm on a Saturday. The nursery employs 12 members of childcare staff, including the manager. Of these, eight hold appropriate early years qualifications at level 3 and two hold level 2. Children attend for a variety of sessions. There are currently 73 children on roll, of whom 58 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance the opportunities for very young children to independently observe and explore the natural world, for example, by providing chimes, streamers, windmills and bubbles to investigate the effects of wind
- enhance older children's interest in stories, for example, by using large books, puppets and objects.

Inspection judgements

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

The manager and her staff team are confident in their knowledge of the Early Years Foundation Stage. This enables them to provide a wide range of interesting and challenging experiences matched to children's identified learning needs. Staff are all suitably qualified and experienced, resulting in them having a good understanding of how children learn and develop. Through comprehensive observation and assessment of children's development, activities are planned to meet their individual needs. Consequently, children are making good progress considering their starting points. The completion of the progress check at age two years ensures younger children's development is tracked and early intervention is sought if necessary. Therefore, any gaps

in learning are identified and effectively addressed. This ensures that children are well supported to move on to their next steps in learning, including nursery and school when the time comes.

Staff are enthusiastic, dedicated and work well as a team. They are fully involved in children's play and provide good levels of support. They extend children's communication and language development extremely well. Staff are highly skilled in asking the children open-ended questions to get them to think about what they are doing. Children respond enthusiastically, eager to share their thoughts and ideas. For example, pre-school children show great interest in the dinosaur figures. Staff use this opportunity to encourage children to think about why some dinosaurs might have long necks. They skilfully model being a thinker as they try and remember the names of the different animals and the types of food they eat. Children enthusiastically find the dinosaur book on the shelf and excitedly match the figures to the pictures, with staff introducing new language, such as *Diplodocus* and *Tyrannosaurus Rex*.

Children take part in an interesting range of daily outings to enhance their learning about the community in which they live. For example, they visit the local park to help develop their physical skills, particularly while the rear garden is inaccessible, and babies thoroughly enjoy rhyme time at the local library. Older children also visit the shops to buy ingredients for their baking activities. Children are becoming increasingly independent when managing their personal needs, such as using the toilet and putting on their own shoes, and when choosing what they want to do. All children sit happily at mealtimes, chatting to each other as they eat. Children communicate well. They confidently choose their own large book and sit on the comfy chair 'reading' the story to adults and their friends, and successfully predicting what happens next. However, older children, on occasions are not always fully engaged when staff read stories to them as they do not use large books, puppets and objects to extend children's interest.

Staff give younger children lots of smiles and encouragement and repeat the words they say, so children hear them spoken clearly. Babies listen as staff talk about how the different cereals feel, and giggle as they bang the plastic and metal cups together. They enjoy exploring the photo books of the special people in their lives, supported by knowledgeable staff who help develop their conversational skills further. Babies thoroughly enjoy pressing the buttons on musical toys and successfully put the different textured rings on the wooden stacking stick, with staff offering lots of meaningful encouragement and praise. Where children are recognised as requiring additional support, practitioners work with parents and, where necessary, other professionals, to ensure each child's individual needs are met. For example, they have close links with speech and language professionals, enabling them to provide additional support for children in developing their communication and language.

The nursery is an environment rich with different examples of print and colourful displays showing what children are learning. Alongside this, names, signs and posters are displayed to support children in recognising simple words. Good provision is made to encourage children's writing skills. Children make marks using different media, such as, paint, gloop, water and sand. Babies thoroughly enjoy exploring different interesting textures, such as, jelly, melted chocolate, macaroni cheese, spaghetti and beans.

However, the outdoor environment is not yet as fully effective in encouraging exploration as the very good indoor provision, particularly for the very youngest children. As a result, there is scope to improve resources to encourage young children to explore and investigate the natural world through, for example, the use of chimes, streamers, windmills and bubbles that show the effects of the wind.

The nursery places a strong emphasis on working in partnership with parents. Parents are encouraged to have pre-visits to the nursery with their children, to help children settle in their room with their key carer. Parents complete detailed information sheets, sharing what they know about their child in order to support good initial assessments of where their children are in their learning. Parents also provide comments about their child's abilities and achievements to further support their child's key carer. They are encouraged to look at their children's learning journals, and parents' open evenings are regular events. Therefore, parents are encouraged to be fully involved in their child's learning and are well informed of their child's individual progress. Parents' comments are highly positive about the progress their children are making. For example, they say that 'nursery has made a big difference, child more confident and speech is coming on great' and 'nursery is home from home but children are still learning' and that the 'baby room's atmosphere is filled with awe and wonder'.

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

The 'key carer' system is successfully embedded within the nursery. Children enjoy positive relationships with staff, whose calm and gentle manner permeates throughout the environment. Staff take time to get to know the children and their parents well. This helps foster the 'family feel' that is apparent throughout the nursery. Babies are cared for in a warm environment by consistent staff who are tender and respond quickly to their needs. Consequently, they are happy and secure, and are confident to explore and try out new things. Very young babies are cuddled during feeding and spoken to gently when they wake up. Relationships between staff and children are strong throughout the nursery. Parents are provided with lots of information about their child's key carer and their role in the form of photographs, personal information and daily chats. Key carers carefully plan for their children's individual learning, spending time during the day supporting them in small groups. Effective settling-in procedures, both for children new to the nursery and those moving rooms within the nursery, ensure children settle quickly. For example, children are allowed to bring their comforters from home to help them settle, and babies' home routines are carefully followed, such as ensuring they sleep propped up. Parents are encouraged to telephone when they need reassurance that their child has settled. Close working relationships between staff in all the nursery rooms and carefully planned routines help ensure children's individual needs are met as they move onto their next stage of learning. Parents' comments are highly positive about the support children receive as they move rooms within the nursery.

The learning environment is enabling and helps children make good progress in their learning and development, with a wide range of open-ended resources being easily accessible for all children, both indoors and outdoors. The nursery effectively promotes all children's understanding of diversity, and plans activities that encompass different

celebrations, for example, Chinese New Year and Easter. Children have good opportunities to gain an awareness of diversity as they use a wide range of resources that reflect positive images of difference. Staff show a genuine interest in learning about children's background and culture, in close partnership with parents, to help children learn about their own customs.

Children stay healthy because the nursery follows effective procedures and daily practices which meet the children's physical, nutritional and health needs. The nursery cook prepares nutritious meals using fresh ingredients, which take account of children's individual dietary needs. Mealtimes are sociable occasions with children sitting in small groups at the tables, which are decorated with colourful plastic cloths, to enjoy their food. Drinks are provided at snack and lunchtimes, and drinking water is readily available throughout the day. Children concentrate and persevere very well as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. Very young children are given gentle reminders to say 'please' and 'thank you'. Older children are well mannered, saying 'excuse me, please' unprompted when they want to get past someone. Their behaviour is good, as the staff share consistent expectations and set good examples themselves. Older children are forming clear friendships as they play together.

Children sleeping in cots have their own bedding, and effective nappy changing practices are followed. Older children learn to manage their personal care well with good support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. Children are supported to recognise different hazards as they play; they help to tidy up so areas are safe for other activities. Staff teach and discuss with the children how to use different tools and equipment safely. When on visits in the community, children learn about crossing the road and become familiar with the environment and staying safe. They practise the evacuation procedures regularly, and confidently explain how they hold hands and walk close to the wall as they cross the car park to access the front outdoor area. Parents comment positively on how safe they feel their children are.

Staff have a calm and consistent manner with the children and follow sensitive behaviour management procedures. For example, they promote children's self-esteem by giving them lots of meaningful praise for their efforts. Children have great fun in the garden, which provides wide-open spaces for them to experiment with different ways of moving. They negotiate the space successfully as they run round. They develop large physical skills as they practise balancing on climbing equipment, for example, they successfully climb up the ramp and steps onto the climbing frame. This supports their physical health and development extremely well.

The nursery has good systems in place to help assist children who are due to move to the next stage in their learning. For example, they invite teachers from the local primary schools to visit the nursery. This helps with children's transition into school and provides a valuable opportunity for children to meet their future teachers in an environment where they feel comfortable.

The effectiveness of the leadership and management of the early years

provision

The monitoring of children's progress and the teaching and learning is effectively achieved on a regular basis by staff and the management team. Designated staff for specific roles, such as the special educational needs coordinator, are knowledgeable and experienced. Staff clearly identify areas where children are not making progress, and provide focused interventions to support their individual needs. This ensures children get the help and support they need quickly. Annual appraisals, along with regular supervision sessions, ensure staff have ongoing opportunities to access further training, to develop their practice and extend the learning opportunities provided for children. For example, staff have recently attended training for forest schools in preparation for being able to access the rear garden again. They are enthusiastic as they describe how there are going to put skills learned into practice.

All staff fully understand safeguarding issues and are aware of the procedures to follow if they have any concerns about children's well-being. Their knowledge and skills are underpinned through up-to-date training. Regular staff meetings are held where information and practice is shared. The detailed risk assessments and all policies and procedures are reviewed regularly, to ensure these reflect current guidelines and practices. For example, thorough risk assessments have been undertaken to ensure children's safety, both indoors and outdoors, during the current building work. Visitors and workmen sign in the visitors' book and are never left unsupervised with children. Consequently, children are further protected.

The staff, parents, children and the local authority advisory team all contribute to the nursery's self-evaluation. This results in a clearly focused development plan of the areas to improve and timescales for these to be met. A parents' committee has recently been formed to involve parents further in the development of the nursery provision. The nursery has positively addressed the recommendations from the previous inspection. For example, detailed risk assessments are now in place for each individual outing, further safeguarding children. Double doors have been recently installed in the messy room so that once the building work is complete children will be able to access outdoors whenever they want. Consequently, the nursery demonstrates a positive commitment to continuous improvement.

All required documentation regarding the nursery, such as evidence of public liability insurance, is well maintained, fully shared with staff and ensures the ongoing efficient management of the nursery. Recruitment and selection procedures are robust. Staff work effectively with other professionals to support children who attend the nursery. This ensures children receive a consistent and targeted approach to help them progress.

The partnership with parents is good. Welcome packs are provided that ensure parents are well informed about what the nursery provides for their children. Detailed displays containing lots of interesting information, along with the nursery's website, keep parents fully informed. Daily contact with key carers and the children's diary sheets enable a positive two-way flow of information with parents to ensure their children's changing needs are fully shared and supported. This enables parents to contribute and be engaged

in their children's learning and progress. Parents comment that 'the staff make time to talk to me' and 'I don't think they can do any better' and that 'there is a low key family atmosphere but that they do more than you would at home'. They see how their children have progressed and the range of interesting and fun activities they take part in. Parents recognise the changes and improvement in their children, particularly in their behaviour, speech and language.

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

Unique reference number	EY441072
Local authority	Gateshead
Inspection number	925780
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	73
Name of provider	2nd Home Childcare
Date of previous inspection	12/07/2012
Telephone number	01914 111300

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

