

Howdon Nursery and Creche

11A Howdon Lane, Wallsend, Tyne and Wear, North Tyneside, NE28 0AL

Inspection date	31/07/2013
Previous inspection date	26/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 take part in a good range of stimulating activities that are tailored to meet their individual learning needs because staff have a sound knowledge of children's interests. As a result, children make good progress in their learning and development.
- The well-established key person system ensures that children feel safe and secure. Staff are caring and competent and have a good knowledge of children's individual needs and routines from the start because they liaise closely with parents.
- Managers have a clear vision for the nursery. They support staff well, use robust self-evaluation and monitor the nursery to ensure that it continues to improve and develop. This means that all children receive appropriate intervention and support, so that they are well protected and well cared for.

It is not yet outstanding because

- There are not always sufficient writing resources, specifically for the older children, to further support and continue their interest in literacy in the outdoors.
- The organisation and routine of some adult-led activities for two-year-olds does not always fully support children's immediate interests.

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 a meeting with the area manager and the acting deputy, and spoke with key persons and staff.
- The inspector interacted with babies and spoke with children.
The inspector checked a sample of documentation including children's 'learning journeys', action plans, the self-evaluation form, a range of other policies and records, and collated information from parents' questionnaires.
- The inspector observed activities and routines in the playrooms and the outdoor areas.

Inspector
Shirley Peart

Full Report

Information about the setting

Howdon Nursery and Creche was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Howdon Children's Centre in Wallsend, North Tyneside, and is one of a group managed by 4Children. The nursery serves the local area and is accessible to all children. It operates from three self-contained rooms and a separate creche room. There are fully enclosed areas available for outdoor play.

The nursery employs 18 permanent members of childcare staff. Of these, three hold a relevant degree, 13 hold qualifications at level 3, and two hold qualifications at level 2. The nursery also uses regular bank staff who have a range of qualifications. 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 106 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- review the provision of writing resources, such as different styles of pens, pencils, crayons, clipboards, paper and rubbers, to further support children's interest in literacy in the outdoors, specifically for the older children
- consider the organisation of adult-led activities regarding short outings, specifically in the two-year-old room, to ensure that children's immediate and spontaneous interests are supported effectively.

Inspection judgements

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

Staff have a good knowledge of how to implement the learning and development requirements of the Statutory framework for the Early Years Foundation Stage across the nursery. They receive training and are clear about how to use information available to them to help them plan for children's learning. They observe children, note what they are interested in and plan for their next steps effectively. For example, when a key person notices that a few three-year-olds pretended to have a picnic in the role play area, she

plans this into their activities. For example, make their own sandwiches, pack their bags and go on a real picnic. This demonstrates that staff build on children's interests well and provide stimulating and enjoyable experiences that promote their development and learning successfully. Staff take children on regular outings, such as to the nearby station and shops, especially when they know that children are very interested in trains or when they need to buy ingredients and food for activities. This supports children's understanding of the world and knowledge of the local community around them. Planning is clear and shows what the children will be involved in, what they will talk about, how the plans support their learning and what resources are needed. For example, it shows that they plan to learn about safety on outings and talk about why it is important to wear high-visibility jackets.

The progress check at age two is carried out. Relevant key persons complete a summary for parents to show how their children are developing in the prime areas of learning. As well as this, all staff complete summary reports on their key children's development every few months. This provides ongoing information for parents to show how their children make progress over time. This also helps parents and staff to discuss any targeted support they think that children may need, to ensure that they continue to make good progress.

Children love to be outside and access most of the resources they play with inside, as the garden areas are well set out into different areas for exploring and learning. Older pre-school children play together cooperatively. They show an interest in what adults do and are eager to tell their story about how they found some peapods to eat from their vegetable patch and excitedly look for more. They are very confident and articulate during conversations. They show an interest in literacy as they are keen to write and draw and they use pencils competently. However, the writing resources to further support children's interest in the outdoors are currently limited. For example, the writing unit is not resourced with any materials, such as different styles of pens, crayons, clipboards, paper or rubbers, although children do know where to find other materials. For example, they run inside and bring out crayons and a ruler, and staff encourage children to use chalks on the ground when they engage in a game of hopscotch. Children give meaning to their marks and ask how to spell their names. This demonstrates that they are ready for the next stage in their learning, such as school.

Two-year-olds sit with staff and explore the twigs, leaves and flowers from the scented garden. They smell the scents and use magnifiers to look more closely at them. Staff name the shrubs and explain how they are used; for example, one member of staff tells children how the nursery cook will use the sage in their meals. Children also seek out their key person for reassurance when they are unsure, for example, when they see a spider. Children who speak English as an additional language are very well supported. Staff display written words in English as well as in key home languages at the children's level. They obtain resources, such as books in different home languages, and plan activities, such as exotic fruit tasting. They also translate information for parents and use interpreters as necessary. This ensures that all families are welcomed and their heritage and culture are respected and celebrated.

Staff hold regular conversations with parents and ensure that they do a verbal 'handover' with parents and carers when they drop off and collect their children. This means that no

parent leaves the group without having spoken to a member of staff or their child's key person. The daily 'to and fro' books enable parents and staff to exchange relevant written information. Parents' evenings are held regularly and the children's individual 'learning journey' files are easily accessible at any time. This ensures that parents are well informed and effectively involved in their child's care and learning.

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

All rooms are stimulating, spacious and well resourced. This means that children move around easily and safely and they have easy access to the outdoor play areas. They choose where they want to play and what they want to do, as they make independent decisions. In the two-year-old room, when there is only one child inside playing with play dough, a staff member is with them. This ensures that children are well supported and safe. However, sometimes during adult-led activities, such as when some children get ready to go on a short outing, the organisation does not fully support all children's immediate and spontaneous interests or understanding. For example, some two-year-olds can become anxious, frustrated or impatient. They receive lots of cuddles, verbal reassurance and one-to-one support from staff to ensure that their emotional needs are met at this time.

Rooms are well thought out. For example, the baby room has a comfortable, relaxing sleep area and low-level mattresses and cots if children want to take themselves off for a nap. They have their own things in their baskets, and staff state that children are beginning to know which is theirs. This promotes their independence and self-awareness very well. The role play area in the two-year-old room has been converted to a hospital/doctors area, because many of the children are going through the experience of having new siblings. Staff put up hospital and health signs, provide nurse and doctor role play equipment, dolls and cots. This helps children to act out and cope with real-life situations, which supports their emotional needs successfully.

Children's behaviour is good. If older children have any disagreements they sort it out for themselves. This demonstrates that they are beginning to understand the needs of others as they say 'sorry' to their friends. Children are very independent and even the youngest children are encouraged to help themselves to snacks. Older children serve themselves at lunchtime and they enjoy substantial healthy, freshly cooked meals on the premises. This means that their nutritional needs are well met. Staff talk to the children about growing 'big and strong' and how fast they will be able to run after eating all their dinner. Children then state, 'I'll get big muscles if I eat this'. Consequently, children are beginning to understand about healthy lifestyles and what is good for them.

Staff have lovely relationships with the children. The babies are very well cared for and staff pick up quickly on their needs and interests. For example, when a toddler shows interest in the inspector's laptop, the staff find appropriate and relevant toys so that the children can press buttons too. Staff are very observant; they repeat words, give lots of eye contact and listen to what children are trying to say. For example, when toddlers pick up a toy cash register and say 'look', staff notice what they are doing, speak in lively voices and value what they say by responding to them appropriately. Toddlers love

listening to stories and joining in with rhyming action songs. Because of the effective staff interaction during this time, young children sit attentively and clap their hands in time when they know that the sausages are going to go 'bang'. This promotes young children's personal, social, communication and language development successfully.

The key person system works very well. A support buddy system is also in place so that children receive consistent care. Staff liaise with parents regularly and find out all they can about children's routines by using 'all about me' information. They complete baseline assessments on children quite quickly as they settle in to help them establish their needs, routines and starting points. Transitions to other rooms are managed very well. For example, when toddlers are ready to move into the two- to three-year-old room, this is discussed between the parent and the key person. They go for short visits with their key person until they feel confident to spend some time on their own. The move is flexible and parents' wishes are always taken into account, so that this goes smoothly. Any children who may need more support, such as children with special educational needs and/or disabilities, are able to stay in their base rooms for as long as they need. This means that children's individual care and learning needs are very well met.

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

The management team meet regularly to ensure that the welfare, learning and development requirements of the Statutory framework for the Early Years Foundation Stage are implemented successfully. Any relevant information from management meetings is then cascaded to staff through training or staff meetings. Managers regularly monitor the children's 'learning journeys' and discuss these with staff. This ensures that staff are clear about how to plan and provide suitable learning opportunities for the children and how to assess their progress. The manager regularly reviews their self-evaluation forms. As well as this, the nursery has effective action plans in place. This helps them to identify clear priorities for improvement. The nursery is also subject to their own quality reviews, and acts on guidance from local authority advisers. They also act on parents' feedback from completed questionnaires. One of the main priorities for improvement is strengthening partnerships with parents, to encourage more parents to contribute to their children's learning regarding what they do at home. This shows that the nursery has a good capacity to improve further. They have successfully addressed the action and recommendation from the last inspection. For example, all staff have completed Early Years Foundation Stage training with regard to the learning and development requirements. The manager developed action plans from the training and offered staff support to ensure that they are now clear about their roles in supporting children's learning.

Children are effectively safeguarded because managers have a good understanding of child protection. All staff can use the 'worry log' if they have any slight concerns, and relevant contact information for safeguarding issues is displayed on noticeboards for parents and staff. Any concerns are reported to managers and recording is robust. Managers know who to contact if they are concerned about a child's care or welfare. Effective interagency working with other professionals, such as health visitors and social

workers, and good support for parents ensure that children are kept safe. Managers ensure that staff understand their responsibilities regarding keeping children safe, as their knowledge is tested during supervision sessions. Management make changes as a result of any accidents to children, and act on advice from health and safety experts within the council when necessary. All accidents and incidents are logged and monitored well, and any recurring issues are dealt with swiftly. For example, they review risk assessments and seek the advice of the Special Educational Needs Coordinator. Staff also receive regular advice and training, for example, on behaviour management. Staff are well deployed to ensure that children remain safe and they supervise children well. Regular staff-to-child ratio checks are carried out periodically by the manager during the day. The majority of staff hold valid first aid certificates so that they can deal with any accidents or incidents correctly. This means that children are safe and well protected.

Recruitment and selection procedures are robust. A human resources department deals with all the processes to ensure that staff are suitable to work with children. The nursery currently uses quite a few bank staff; however, these staff follow strict probationary periods and gain relevant support from senior staff and managers. All staff have regular one-to-one supervision sessions, which means that they have clear training and support plans in place. Managers support staff in their ongoing professional development and a few staff are currently working towards a qualification at level 3 or higher. Supervision and regular staff meetings also give the staff an opportunity to discuss planning and assessment and any individual issues. This ensures that children's care, safety and development are supported, and staff receive appropriate guidance to ensure that they are aware of their roles and responsibilities.

Staff have friendly relationships with parents and they are warmly welcomed when they drop off or collect their children. Parents are pleased with the provision. Collated information from questionnaires states that the nursery is 'stimulating' and 'welcoming', and parents say that their children are 'happy here'. Noticeboards and information in the entrance foyer are good and ensure that parents are well informed. The manager has an open-door policy and the manager's office is easily accessible so that parents and staff can drop in at any time. Staff work well with specialist external staff when caring for children with special educational needs and/or disabilities. For example, they obtain specific equipment so that children can participate in all the activities on offer. This shows that each individual child's needs are well met to promote their care and learning effectively.

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	EY445836
Local authority	North Tyneside
Inspection number	925246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	106
Name of provider	4 Children
Date of previous inspection	26/09/2012
Telephone number	01916436260

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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