

# Shieldfield Nursery

8 Clarence Walk, Shieldfield, NEWCASTLE UPON TYNE, NE2 1AD

<b>Inspection date</b>	09/08/2013
Previous inspection date	05/08/2009

<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

- Experienced and enthusiastic staff provide exciting and stimulating experiences and activities for the older children which enhance their learning and development.
- Children are happy, settled and motivated in their play, showing good levels of independence. This is because staff are caring and have formed individual positive relationships with each child.
- The older children's behaviour is exceptionally good, due to a combination of child-initiated and structured activities which motivate and engage children to learn.
- The management team is effective in identifying the nurseries strengths and areas for development by gaining views from staff, parents and children. This information is used to inform targeted action plans to further enhance practice.

### It is not yet outstanding because

- Some staff are not experienced in working with children under two and miss some opportunities for children in the baby room to experience challenging and stimulating activities.
- There is scope to improve opportunities for children to independently handle and use information and communication technology resources.

## 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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all three rooms and outdoor play area.
- The inspector met with the manager and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's learning journeys, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager in the baby room.

## Inspector

Mary Chekired

## Full Report

### Information about the setting

Shieldfield Nursery was registered in 2002 and is on the Early Years Register and voluntary part of the Childcare Register. Shieldfield Nursery is one of five Community Nurseries run by Newcastle City Council which is situated close to the city centre of Newcastle Upon Tyne. It operates from a purpose-built unit consisting of three group rooms, three enclosed outdoor play areas, a communal area and associated facilities within Shieldfield Centre.

The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 including one with Early Years Professional Status and two members of staff are currently working towards a qualification at level two.

The nursery opens Monday to Friday all year round Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 55 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:

- develop some staff's knowledge and experience of working with children under two years by accessing relevant support and training.
- develop opportunities for children to explore a wider range of information and communication technology, such as remote control devices, which will enable them to become active and independent learners.

## Inspection judgements

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

Children enjoy their time at this welcoming nursery. They are happy and content because the staff are caring and meet their individual needs well. Staff have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff talk to parents when children first start and encourage parents to complete a booklet about their child's capabilities, likes and dislikes. Along with observations, staff use this information efficiently to form each child's starting points. As a result, staff provide activities that interest children from the start. Staff continue to

observe children using a range of observation techniques such as post it notes and photographs. Staff use this information to plot each child's achievements on to a tracker document which helps staff to identify children's next steps and any gaps in their learning. Consequently, staff generally plan challenging and stimulating activities which meets children's individual need. However, a minority of staff in the baby room do not have extensive experience of working with children under two and consequently do not always provide challenge to extend their learning further. However, babies generally benefit from good levels of staff engagement and as a result are provided with interesting activities and have fun during their play. The progress check at age two is completed successfully to provide parents with an accurate picture of children development by staff. The nursery also receives support from a community nursery nurse demonstrating positive links with other professionals.

Staff adapt their interactions to support children who speak English as an additional language. For example, the nursery as a whole use picture cards and Makaton with all the children to let them know it is dinner time, snack time and tidy up time. Flash cards are also used with children who have English as an additional language to show them that it is time to toilet before lunch. This is also supported by staff using signs in Makaton. Children respond to the signs and are able to participate in toileting alongside their peers therefore; all children feel included and part of a group.

Each child's 'Learning Journey' contains photographs of them taking part in activities and some observations of their achievements. Staff inform parents verbally of their child's development and parents are encouraged to view their child's book and exchange information both at drop-off and pick up times, also at open evenings. As a result, parents can talk to their child at home about what they have been doing and thus extend their learning at home. There is an ongoing exchange of information between each child's key person and parents, which enables both parties to exchange any achievements the children make. This means that the children's needs are continually met. Parents have a good view of the nursery stating that all the staff are friendly and approachable. One parent stated that he felt bringing his child into nursery was like 'leaving his child with extended family'. Parents are extremely complimentary on the care provided and state that they feel welcomed into nursery.

Children make good progress in their learning and development with the support of staff and through exploration of a broad range of activities. For example, while outside children play and investigate with a range of resources such as sand, water, chalk board and equipment which develops their balance. While children play with water in a watering can staff encourage them to water the plants and ask questions such as 'How much water do you have?' and 'Is it heavy or light?' Their answers were then effectively expanded on with further questioning which further extends children's development and vocabulary.

Children are confident learners who happily talk to staff members and their peers. Children play well together, share resources and take turns. Teaching in the nursery is effective and developmentally appropriate; the children are active and really enjoy their learning. For example, pre-school children listen eagerly to stories being read to them about a giant and a beanstalk. They engage well with the story and answer questions about what they think might happen next. Gasps of excitement can be heard from the children as they

imitate the staff member pretending to run away from the giant. Children's imaginations flourish in the pre-school room as staff set up a camping area where children play inside a tent and pretend to make a fire out of sticks. For example, one child rubbed two sticks together over the fire and stated 'It is to make tomato soup'. The staff member used this opportunity to extend the children's learning by bringing over bowls and spoons to play with. Another area was set up as a fishing pond where children were encouraged to use a magnetic fishing rod to catch fish, eagerly showing staff what they had caught. Staff utilised this opportunity to ask the children about colour and numbers, effectively developing some skills and knowledge of colour and number recognition.

The majority of learning areas are well equipped with resources and equipment to support children's individual learning. However, resources to support children's learning within information and communication technology are minimal across the nursery meaning that children lack opportunities to become active and independent learners in this area. Staff foster and extend children's language and communication. They constantly talk to the children, asking them effective questions and holding purposeful conversations. Children develop their literacy skills as they sit attentively listening to well read stories. They learn early writing skills by using a paintbrush and water outside to make marks, while younger children explore paint with their hands.

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

Children form appropriate bonds with the staff team who cares for them. They eagerly come in to the nursery and separate from their parents and carers with ease. A key person system is in place and contributes towards staff gaining information from children and parents. As a result, staff build up a secure picture of how to meet each child's individual welfare needs. Care plans are in place for any children with additional care requirements, all staff are made aware and children's needs are met. Staff in the nursery know the children in their group, therefore, children feel safe, secure and happy in the nursery.

Staff show a good awareness of how to ensure children are safe in their care. They show a secure understanding of maintaining a safe environment for children to play by completing risk assessments, both indoors and outdoors. Staff ensure opportunities to access the outdoors are flexible and meet children's needs as children learn to lead healthy lifestyles. Children access the outdoors daily and staff ensure that the outdoor environment provides challenges to support their physical development. For example, children safely negotiate obstacles and are aware of the need to be careful and take turns. This means children are learning how to keep themselves safe and are developing an understanding of danger.

Children enjoy the meals and snacks provided by the setting's cook. Children in the baby room eagerly eat the prepared fruit and vegetables on offer. All children sit exceptionally well at the table waiting for their meals. The older children take turns in handing out the meals to the other children which extends their independence skills. Lunchtime is a very positive experience for children. Children's birthdays are celebrated with the cook making a birthday cake on site. This is enjoyed by all the children and staff in the nursery helping

each child to feel special and valued. All children are developing a positive attitude and understanding of healthy eating. This is also promoted through the planting, harvesting and cooking of vegetables they have grown in the small garden area and planters. They also have an insect area where they attract and investigate the insects which pollinate their plants.

Children behave exceptionally well throughout the nursery; they know what staff expect of them because boundaries are consistently and sensitively applied. Staff constantly praise and encourage the children and ensure all children are engaged in well planned activities. As a result, behaviour is excellent and children grow in confidence and self-esteem. Transitions within the nursery from the baby room through to the other playrooms is managed very well, with staff joining the children on their visits to give them confidence and support. The children's learning journeys and their tracking forms ensure the schools that the children attend have a reliable assessment of the children's abilities and interests.

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

Management ensure staff have an up-to-date knowledge and understanding of safeguarding issues and the procedure to follow if they have concerns. As a result, staff are confident and knowledgeable. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and appropriate steps to take to eliminate risk and keep children safe and secure. Security is good as visitors and parents use an intercom to enter the building. All visitors are asked to sign in and show appropriate identification which is thoroughly checked.

All the nursery staff work hard to provide high-quality care and learning opportunities. They are well qualified or working towards qualifications in order to further enhance the service they provide. Staff are routinely encouraged to further their knowledge by attending relevant training. Self-evaluation is used to identify areas for improvement while also recognising the strengths of the setting. Each room develops their own action plan which includes identifying an area in their room which needs to be developed. Each action plan feeds into the nursery's self-evaluation which ensures further development stays firmly on the nursery's agenda. Parents, staff and children are consulted on a regular basis to ensure their views are included, this can be seen on both the self-evaluation and action plan.

The management team has a good overview of what is needed to develop the nursery. For example, management is aware that they currently need to support staff in the baby room to enhance their understanding of best practice of young children. An action plan is in place to develop skills in understanding the development of young children through training and monitoring of practice. Management regularly monitors the planning and assessment process through team and individual meetings. Staff have support from a children's centre teacher and a community nursery nurse which complements the already knowledgeable staff team. Management carries out regular observations of all staff. This effectively identifies staffs training needs. There is also a system of peer observation where staff have the opportunity to reflect on their own and each other's practice to

ensure consistency.

The staff work closely with other professionals to support children when the needs arises. They have experience of caring for children with a range of additional needs and link in with relevant professionals such as speech therapists and educational psychologists. They work well to support families whose children speak English as an additional language, with notices on doors in their home language. Posters and displays in children's own language help children to feel valued. Parents' views are sought through discussion and daily diaries and those spoken to during the inspection expressed great satisfaction with the care their children receive. They enjoy looking at the development folders and seeing artwork and photographs displayed on the walls. Parents feel that their views are taken account of, and they are happy to be involved with forthcoming events such as charity days.

### **The Childcare Register**

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>	EY225329
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	869872
<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>	50
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Newcastle City Council
<b>Date of previous inspection</b>	05/08/2009
<b>Telephone number</b>	0191 2320841

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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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