

High View Nursery

2 Viewforth Terrace, Fulwell, SUNDERLAND, SR5 1PZ

Inspection date

10/09/2013

Previous inspection date

26/01/2010

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 management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Children enjoy a wide range of interesting learning experiences, which are well planned for by their key person, who has a good knowledge of each child's interests and next steps of learning. Consequently, children are confident, purposeful learners who make good progress.
- Children's behaviour is good and they play happily together. This is because the staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the nursery.
- The management and staff team have a strong commitment to continually developing and improving the nursery provision to ensure children receive good quality care.

It is not yet outstanding because

- There is room to strengthen partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support they receive.
- 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 viewed all areas of the premises and observed activities in all of the playrooms and the outside play area.
- The inspector held discussions with the deputy manager at the beginning of the inspection and throughout the inspection.
- The inspector held discussions with the manager throughout the inspection.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with manager and deputy manager and conducted a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to throughout the inspection and in the recently completed written questionnaires.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of staff working with children and looked at the nursery's self-evaluation form and some written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

High View Nursery was registered in 2002. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and operates from six base rooms in a four storey converted end terrace house, in the residential area of Fulwell in Sunderland. The premises are accessed by a number of steps. There is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, all hold an appropriate early years qualification at level 3 or above. The nursery also employs two cooks and two apprentices. The nursery opens Monday to Friday all year round for 51 weeks of the year, from 7am until 6.30pm. There are currently 86 children on roll who are in the early years age range and attend for a variety of sessions. The nursery provides funded early education for two- 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:

- reflect on and further develop ways to strengthen the relationship with other settings children attend so that there is a more effective method for sharing knowledge and understanding about children's learning and development
- enhance the opportunities for children to independently observe and explore the natural world, for example, by providing them with a planting and digging area in the garden.

Inspection judgements

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

Staff have a good understanding of how children learn through play and plan enjoyable and varied activities, which capture their interest and engage them. They know their key children well and carefully plan for each individual child. Staff undertake an accurate assessment of children's prior skills, knowledge and understanding on entry, based on their own observations and their initial discussions with parents. Planning, based on children's individual needs and interests, is adapted and added to on an ongoing basis to ensure children's next steps in their learning are incorporated. Consequently, children are keen to participate in activities, have fun and make good progress in their learning and development. Staff carefully observe children to find out about their needs, what they are

interested in and what they can do. They then analyse these observations and highlight children's achievements or their need for further support. The learning environment contains a wealth of resources which are stimulating and accessible to children, which promotes their learning and independence.

Staff show a genuine interest in children's home lives. For example, when children talk about the arrival of a new baby staff provide a full-sized baby bath, sponges and creams so children can help bath their 'nursery babies'. Activities are clearly based on children's interests and individual needs. For example, children show great interest in singing 'five little sausages' in the pre-school room. Staff encourage and support this interest as they go on to make their own sausages from the play dough and 'cook' them in the real pan. Older babies thoroughly enjoy unwrapping cardboard boxes and show great delight at discovering the sponges and pine cones, successfully posting them back in the containers. All children receive good opportunities to make marks, for example, as they paint indoors and outdoors and use different tools in wet and dry sand. Children have daily access to outdoors, with staff planning for an exciting and challenging outdoor environment. For example, they use sturdy wooden blocks and wheels to create their own vehicles. However, although children have suitable opportunities to plant and nurture seeds indoors, such as peas and sunflowers, these opportunities have not been fully embraced outdoors. Children develop good physical skills as they confidently ride their bikes, explore the soft play shapes and use tools, such as glue spreaders and rollers. Children are given lots of opportunities to learn about the local environment as they go for walks in the local community, visit the garden centre and fruit shop. All children are developing an interest in books. For example, babies enjoy pressing the buttons and lifting the flaps on sturdy board books, while older children enjoy listening to stories individually and in small groups, with many being able to successfully predict what comes next. Staff further encourage children's interest in books by taking them to the library. Staff successfully encourage pre-school children to take turns in choosing the songs and rhymes they want to sing using a puppet to help focus their attention. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto nursery or school.

Staff effectively encourage parents to be involved in their children's ongoing learning, to promote continuity and provide best possible support. Regular parent meetings update them on their children's progress and next steps through the sharing of summary sheets. They are also encouraged to share any new achievements from home through 'wow moment' sheets and contribute to planning and topics, such as bringing in family photographs for children to explore. In addition, they are encouraged to contribute to scrapbooks and fill in 'What we have done at the weekend' sheets. Parents comment that they are happy with the progress their children make and that their children's speech has 'come on loads'.

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

Children are settled and secure and develop strong bonds with their key person and the friendly and caring staff team. Staff take time to get to know the children and their parents well. This helps foster the welcoming and friendly atmosphere that is apparent throughout the nursery. Babies are cared for in a warm environment by consistent staff who are affectionate and respond quickly to their needs. Consequently, they are happy and secure and are confident to explore and try out new things. Relationships between staff and children are strong throughout the nursery. Parents are provided with lots of information about their child's key person and their role, in the form of photographs, personal information and daily chats. All parents spoken to know their child's key person and state the children often talk about them at home. Key persons carefully plan for their children's individual learning, spending time during the day supporting them individually and 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 their mealtime routine mirrors that of home. Detailed information is exchanged between rooms to ensure all staff understand each child's unique needs, and parents contribute to transition plans. Parents' comments are extremely positive about the support children receive as they settle into nursery or move rooms. 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 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, children are taught about various festivals and cultural celebrations throughout the year. Staff are consistent in their expectations with regards to children's behaviour, sometimes drawing children's attention to what is expected of them. Children learn to share, take turns and consider the needs of others as they play, helping them in building relationships. They consider the feelings of others as they talk about how actions will make them and others feel. Children receive lots of praise and encouragement, making them feel proud of their achievements and encouraging them to 'have a go'. Children talk freely about their photographs and artwork, which are attractively displayed on the walls around the rooms, which develops their self-esteem and sense of belonging.

Staff are vigilant about safety at all times. Risk assessments are completed and safety monitored throughout the rooms. Children are encouraged to participate in risk assessing areas within the nursery, raising their awareness of how to keep themselves safe. For example, they talk about how to walk up and down the stairs safely holding the low-level rails and older children know not to play behind the room doors in case they are opened. The environment is very well maintained and positive practices are followed to support children's good health. Care routines, such as nappy changing, follow good hygiene procedures. Staff also use these times to closely engage in one-to-one time with the very young children, for example, having individual conversations and responding to younger babies' babbles. Children enjoy healthy snacks, meals and drinks during the day. The

nursery cooks prepare nutritious meals using fresh ingredients, which take account of children's individual dietary needs. These are attractively presented. Mealtimes are a social occasion with staff sitting at the table with children. They talk to them about what they are eating, as well as supporting them in developing skills, such as handling cutlery correctly. Older children are encouraged to help set the tables and serve themselves, developing independence and helping prepare for school. Children are encouraged to take fresh and dried fruit home with them at the end of their session to further promote healthy eating. Alongside this they often take 'Alfie and Ellie Bear' home, complete with their overnight bag and toothbrush. Older children know to put tissues in the bin after wiping their noses. Indoor and outdoor play areas are used well to support children's learning and benefit children's health. There is a wide range of suitable outdoor wetsuits and wellington boots so children can access outdoors no matter what the weather is like. Alongside this an attractive sail canopy offers protection from the harmful rays of the sun. This supports their physical health and development extremely well.

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

The leadership team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The manager and deputy successfully monitor the planning and delivery of the educational programmes by meeting with staff in each room and by conducting practice observations. Staff also observe colleagues and offer valuable feedback so that staff learn from each other, ensuring consistency throughout the nursery.

This inspection was brought forward following a complaint from a parent. Ofsted previously carried out an unannounced visit to the nursery. They found that some aspects of the learning and development requirements were not being met and set actions to rectify this, particularly with regard to planning a challenging environment for babies and not over directing them. This inspection found that immediate and effective action has been taken to address the actions raised. For example, babies' key persons use their observations of their play to plan a suitably individualised and challenging environment where they are very much encouraged explore and try things out for themselves. Consequently, children's learning and development are assured.

Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements. The management team also reflect on the settings practices to identify priorities for improvement and has clear action plans in place for this. They work closely with the local authority and engage well in their quality improvement programme. The nursery has positively addressed the recommendations raised at the last inspection. For example, staff are given time to complete their written observations ensuring that the most up to date information on children's learning is used for planning. This shows the nursery has a good capacity to sustain continuous improvement.

Documentation is regularly reviewed and updated and maintained to a good standard, in

order to promote the efficient and safe management of the nursery. There is rigorous recruitment and vetting of staff, ensuring children are protected and cared for by adults, who are well qualified. The safety and security of the nursery is ensured through good risk assessments, in order to promote children's welfare. The premises are secure. Robust safeguarding procedures are in place. All staff are required to keep their child protection training up to date and as a result, they are fully aware of the procedures to follow should they have any concerns. All staff have suitable paediatric first aid qualifications. Consequently, children are well protected in the event of a minor accident.

Parents receive good quality information. For example, when children first start they receive a welcome pack and synopses of pertinent policies and procedures. Displays, photographs and notices, along with regular newsletters, inform them of many aspects of the nursery. Parents are also informed about their children's care routines through daily diaries. Parents are actively encouraged to share their views about the nursery through questionnaires and any suggestions are positively welcomed and addressed. Parents are complimentary about the nursery and care of their children. For example, they say 'I have recommended the nursery to friends' and that 'nursery staff let me know everything my child has done during the day'. Although, there are currently no children attending with special educational needs and/or disabilities, there are good arrangements in place to ensure strong partnership working with parents and other professionals, to ensure a consistent approach. However, although the nursery has tried numerous ways of engaging with other settings children attend these relationships are less well embedded to ensure continuity in children's care and learning.

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	EY217519
Local authority	Sunderland
Inspection number	931012
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	86
Name of provider	Barbara Gerits
Date of previous inspection	26/01/2010
Telephone number	0191 5499075

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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
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