

# Heaton Nursery and Out of School Club

38 Heaton Grove, Heaton, NEWCASTLE UPON TYNE, Tyne and Wear, NE6 5NP

<b>Inspection date</b>	10/10/2013
Previous inspection date	04/01/2013

<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

- Staff know the children very well. They have a secure understanding of children's capabilities and provide a range of activities that they know children enjoy. As a result, children good progress in their learning and development.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are effectively safeguarded because robust systems are in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children.
- Parents are encouraged to share what they know about their child and become fully involved with their children's learning. Their views are valued and discussions with their child's key person keeps them up-to-date with their child's progress.

### It is not yet outstanding because

- On some occasions, staff do not always ask questions that provide children with ways to think critically or allow sufficient time for them to think before they answer.
- Opportunities for children to develop their literacy and numeracy skills outdoors are not as effective as indoors, as there are fewer resources to promote the regular and purposeful use of letters, signs and symbols.

## **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 spoke with the area manager, the nursery manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents from written questionnaires sent out by the nursery.
- The inspector conducted a joint observation with the nursery manager.

## **Inspector**

Janet Fairhurst

## Full Report

### Information about the setting

Heaton Nursery and Out of School Club was registered in 1970 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted Victorian house in the Heaton area of Newcastle. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play. The nursery employs 27 members of childcare staff, of whom 26 hold appropriate early years qualifications at level 3 or above. Of these, two members of staff hold Early Years Professional Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 79 children on roll. Of these, 64 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.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- support staff to further extend their knowledge of how to enhance children's critical thinking and encourage them to give the children time to think and talk during such occasions
- increase the amount of print and number signs outside to enhance children's understanding that words have meaning, and number recognition, in order to further support their good early literacy and mathematical skills.

## Inspection judgements

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

Staff demonstrate a good understanding of the Early Years Foundation Stage. They plan well for children's future learning by using their observations and information they gain from parents when children first start. Planning is regularly reviewed to ensure it is unique for each child and provides a range of stimulating and challenging experiences to promote children's learning. Staff maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include the next steps planned for them. Consequently, children including those who speak English as an additional language make good progress towards the early learning goals. Parents are kept well informed about their children's achievements as there are daily opportunities for discussions with the key persons. They also have access to their children's 'learning journey', and have regular

discussions with staff about their children's progress and how they intend to meet their child's learning priorities. Staff have completed with parents the progress checks for children at the age of two. This is effective in highlighting any gaps in learning and also enables them to secure early intervention to ensure that no child gets left behind in their development.

Progress in personal, social and emotional development is good. It is strength of the nursery, with older children readily taking turns and showing consideration for others. Sharing toys and materials is commonplace and children show by their attitudes, and in their cooperation, that they are fast learning the need to get on with others as part of a community. These skills stand children in good stead for later life and learning. During the inspection, children were seen persevering to develop their skills as they attempt to cut various vegetables, talking to each other and to staff about how well they were doing. These practical activities also help children to develop an awareness of counting, measurement and weights of common objects. For example, as a group of children prepare the vegetables to make soup the staff talk about the weights of the different vegetables, using terms such as 'light' and 'heavy'. Children are eager to be involved in the activity and all are encouraged to share their ideas. However, staff do not consistently extend children's communication and language skills by asking them questions that are challenging and give them sufficient time to think about their response. This lessens the chances for children to express and explore their thoughts.

The indoor environment is rich in print and number signs, which is effective in supporting children's early literacy and mathematical skills. However, this is not extended to the outdoors to further strengthen the children's good literacy and numeracy skills while playing outside. Children benefit from extended opportunities that the nursery offers. For example, they are learning French, and enhancing their physical skills through music and dance. Children enjoy outings in the local area and learn about the community as they visit the park and local shops. Activities are extended, such as collecting leaves and making collage pictures with them. This inspires children to use their imagination and increases their knowledge of the natural world. Story time is thoroughly enjoyed and provides children with opportunities to sit together and listen as group during circle time.

Babies and children's communication skills are fostered well. Staff chat easily to them, developing their speaking and vocabulary during activities and routines. Key persons working with the youngest children recognise and respond to babies' and toddlers' gestures and sounds with appropriate words. They effectively use songs and rhymes to help babies to enjoy and repeat familiar words. Toddlers are encouraged to talk about what they observe and are doing. Babies crawl and move actively around their play area, and confidently pull themselves to a standing position. They eagerly explore the resources and activities available to them. For example, they delve into the tray filled with straw to find the animals hidden inside, and vigorously shake the various plastic bottles discovering different sounds and weights. Simple jigsaws provide experience of early problem solving and creative play is provided for through activities, such as painting, and making marks with chinks and sand. Individual interests are built on, such as when children take home Rufus the bear and then share their experiences with the other children at circle time. Children of all ages develop an understanding of technology. Babies enjoy activities and toys that encourage them to press buttons and lift flaps to hear a sound, see a flashing

light or hear music. Staff encourage older children to use computers confidently, which enhances their skills to manoeuvre through games and educational programmes. Outdoor play is used well to promote all areas of children's learning. Children test out their confidence and skills as they play actively, jumping over the tyres and crawling through the tunnels.

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

New children settle in quickly as staff take time to get to know them and their families well. Settling-in procedures are flexible and parents are able to stay with their children to ensure they are happy and settled. A key person system is well embedded, which leads to trusting relationships. Staff have frequent discussions with parents in order to respond to the needs of individual children. This means that there is a continuity of care between both parties. Transitions are effective and well organised. Staff and parents agree when children are ready to move within the nursery. They prepare young children well for these changes so they make a confident start when they move to a new room. For example, when children are ready to move their key person accompanies them to help ease the transition. Pre-school staff focus on promoting children's social skills, confidence and independence in readiness for school. They are successfully encouraged to be attentive and usually sit quietly when needed. Pre-school children increasingly manage different aspects of their self-care, dressing and personal care routines.

Staff create a warm, friendly atmosphere in which children feel safe and secure. The play areas are child orientated, with low-level labelled storage which helps children to become independent learners. Children's individuality is valued and the approach adopted by staff encourages children to have the ability to make choices and to start to think and act on their own. Within this caring and supportive nursery environment children quickly learn what is acceptable behaviour and the difference between right and wrong. Children usually follow staff's instructions and requests, and are often kind and helpful. For instance, they assist with tidying up after meals and putting away toys. Their confidence and self-esteem is continually nurtured through the positive praise and encouragement they receive from the staff.

Children's care, health and welfare are very high priorities for the nursery. For example, children benefit from well prepared and nutritious meals, and enjoy the opportunities to play outdoor which benefits their physical health. Children are asked to wash their hands before lunch, and staff provide simple explanation as to why this is important. This effectively promotes their understanding of personal hygiene. Children learn how to keep themselves safe. Staff sensitively reinforce safety rules, such as not running indoors, and remind children to hold the bannister as they use the stairs. Children are encouraged to tidy away toys and are praised for their efforts. They are helped to use the outdoor equipment safely. For example, when using the large slide, a member of staff is close by to offer support and encouragement. Consequently, children learn how to keep themselves safe during their play. An emergency evacuation procedure is in place which is practised with the children. This means that children are familiar with the procedure to follow in the event of an emergency.

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

The manager has a good understanding of the safeguarding and welfare requirements which ensure children are effectively protected. Well-established and effective procedures are in place for safeguarding children. All staff complete training in this area so they are fully aware of what to do should they have concerns about children in their care. High priority is placed on protecting children's welfare. Recruitment systems are robust and all staff who work with children have appropriate checks to ensure they are suitable to do so. Comprehensive policies and procedures, such as whistle blowing, safeguarding and complaints are in place and thoroughly understood by all staff. This means they are clear about their roles and responsibilities to ensure welfare of children and the smooth running of the nursery. Risk assessments are robust to support children's safety within the premises and on outings.

The management team have a good understanding of the Statutory framework for the Early Years Foundation Stage and carefully monitor the educational programmes for children, which helps them to easily identify any gaps in the children's learning. They have high expectations for children's care and learning. This ensures all staff are kind, considerate and caring to all children and fully focused on supporting children's learning. Staff work well together and readily share their ideas and opinions and any training accessed is cascaded to all team members. This has a positive impact on the care provided. Regular supervision and appraisals enable staff to identify their own strengths in practice and a rolling programme for training and development ensures key training is accessed. A number of staff are currently working towards their foundation degree. This demonstrates how they see their own professional and personal development as an essential part of their role as early years practitioners.

Communication with parents is good, and a strong focus is given to developing positive partnerships with them. Much effort has gone into welcoming and encouraging parents to take an active role in their child's learning. An abundance of information is displayed around the nursery, which includes the daily food menu. Parents can and do speak to staff on a daily basis about the progress their children are making both at home and in the nursery. This effective two-way sharing of information means that staff are able to shape their planning according to children's individual needs and interests. Newsletters are full of information, and parents are given a very useful booklet to help them understand the Early Years Foundation Stage framework. Partnerships with outside agencies and schools where children attend are secure. Proposed teachers are invited into the nursery and information about children's developmental needs and progress is shared effectively. As a result, children's needs are met and transitions to school run smoothly. Although there are currently no children with special educational needs and/or disabilities attending, the special needs co-ordinator has a broad knowledge of supporting children and their families. All staff are actively involved in analysing what the setting does well and what steps it can take to improve, while incorporating ideas from the parents and carers. Recommendations from the previous inspection have been successfully addressed. For example, the partnership with the local school has improved greatly. Plans are now shared

by some of the schools and this means that staff are able to extend and consolidate children's learning well.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	319193
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	914701
<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>	59
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Heaton Nursery School Limited
<b>Date of previous inspection</b>	04/01/2013
<b>Telephone number</b>	0191 265 6427

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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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