

New Beginnings (Moorside)

Moorside Childrens Centre, Chester Road, Moorside, CONSETT, Co Durham, DH8 8EQ

Inspection date	09/10/2013
Previous inspection date	27/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 cared for by practitioners who are highly skilled at capturing their interests and planning a range of experiences that enthuse and excite their learning. This results in them making good progress in their time at the nursery.
- Children are very settled and happy in the nursery. This is due to the good relationships that practitioners have developed with them.
- Partnerships with parents and other professionals are very securely developed. This results in everyone being involved in providing a continuous learning journey for each child.
- Children behave well in the nursery due to the successful ways in which practitioners respond to them and the emphasis placed on encouraging good behaviour.
- Children are kept safe in the nursery due to the high emphasis given to safeguarding those who attend.

It is not yet outstanding because

- There is not always the highest level of challenge offered to encourage less mobile babies physical development.
- There is scope to further enhance two to three year olds listening skills and encourage their interest in books at story time.

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 observed activities in all of the rooms and outdoor play area.
- The inspector spoke with the practitioners and children at appropriate times during the inspection.
The inspector looked at children's learning journey records, planning documentation,
- evidence of the suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion with them.
- The inspector completed a joint observation with the manager.

Inspector

Julie Larner

Full Report

Information about the setting

New Beginnings (Moorside) was registered in 2007 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Moorside area of Consett and is managed by a board of voluntary directors. The nursery is accessible to all children. It operates from a building on the site of Moorside Primary School and there is a fully enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. All hold appropriate early years qualifications, two at level 6, one at level 4 and seven at level 3. The nursery opens from 8am to 6pm from Monday to Friday all year round, except for bank holidays and one week over Christmas. Children attend for a variety of sessions. There are currently 65 children attending who are in the early year's age group.

What the setting needs to do to improve further

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

- provide more challenging resources to help less mobile babies to further develop their physical skills

- ensure organisation of story time for two to three year old children is successful in promoting their listening skills and igniting their interest in books.

Inspection judgements

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

All children make good progress in their time at the nursery given their starting points. This is due to the high emphasis that is placed on valuing and planning for each child's interests, alongside the good assessment systems in place to help children achieve the next steps in their learning. Practitioners collect a wealth of good quality information from parents when their child first starts to attend. This is then used to plan activities and experiences that interest and motivate children's learning. Parents are successfully involved in their child's learning. Practitioners work hard to engage parents in their child's learning by offering support and ideas about how they can help their child's development. This successfully develops good partnership working. Older children's interests are embraced by skilful practitioners exceptionally well. Children consistently lead their own play which means that the activities they are involved in inspire them to learn in both the prime and specific areas. For example, the practitioner responsible for teaching older children in the nursery quickly recognises children's interests in castles and exploits this to help them grow and develop in many areas of learning. Children create their own coats of

armour, make knights outfits and enjoy interesting trips to a castle and cathedral, all of which promotes their learning highly successfully. Written plans across the nursery successfully focus on promoting the prime and specific areas of learning. Practitioners show a very good understanding of how children learn and develop, which results in them effectively supporting children's progress.

Practitioners know the children they care for very well. This results in them being able to successfully identify the development needs of each child. Through clear and careful observations practitioners highlight children's next steps in their learning, which results in them making good progress in the nursery. Planned and spontaneous activities in the baby room provide delight and excitement for younger children. The babies are very curious learners. Practitioners provide a wealth of sensory activities that ignite their exploratory impulses. Babies relish exploring malleable materials, such as marshmallows mixed with fondant icing. This is made into a safe dough that children are able to put in their mouth to taste. Children's fine motor skills are developed well, as they enjoy pulling, tearing and pinching the dough. Babies are highly confident communicators. Practitioners promote younger children's language very well. They respond to their emerging language, repeat words, sing rhymes and introduce new words, as they talk to babies about 'squashing' the dough. This promotes children's communication and language very well. Practitioners consistently respond to babies interests. For example, they notice children jiggling their bodies and enthusiastically encourage them to dance by putting on music. Children enjoy this immensely, as they smile and laugh. Babies physical development is mostly well promoted, for example, by bringing out resources, such as rocking toys to help build up their leg muscles. However, fewer resources are freely available to provide opportunities for less mobile babies to begin to pull themselves up on furniture.

Practitioners consistently encourage counting with spontaneous activities and by singing number rhymes. Children talk about 'lots', 'few' and how big they are. They can confidently group similar items together and talk about something being 'too long'. All of this results in children progressing well with their mathematical development. Older children's writing skills are well developed, as they have plenty of opportunities to write their names on their pictures. Practitioners promote emerging reading skills well. They encourage older children to recognise the beginning letter sounds of words in preparation for their move to school and nursery. Older children relish listening to stories, as practitioners make these very exciting and interesting, for example, by switching off the lights as they listen to 'Winnie the witch'. Children keenly talk about what will happen next and confidently express their ideas and views. However, story times for two to three year old children are not as successful in encouraging their listening skills and interest in books.

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

Children have developed very strong bonds with the practitioners who care for them. They regularly seek out support and reassurance from practitioners, showing that they have developed a strong sense of emotional well-being in the nursery. This is due to the good way in which practitioners respond to each child in their care and treat them as unique individuals. Practitioners gather good information from parents to ease the move from home to nursery. They recognise the effects that changes in the days children attend can

have on them and ensure there is plenty of time for cuddles from their key person to help them settle easily. Information from parents about their child's individual routines at home is used by practitioners to ensure that they follow the same patterns at nursery. Consequently, children feel safe through familiar routines. Children enjoy a wide range of easily accessible resources that engage their interests. They confidently move around the nursery rooms, making decisions about what they want to play with by selecting items from low-level shelves and baskets.

Continual risk assessments of areas ensure these consistently remain safe and suitable for children to use. Practitioners are vigilant about assessing risks and quickly rectify any issues of potential harm, for example, by rearranging furniture in the baby room to minimise hazards. This results in children constantly being kept safe by the practitioners who care for them. Younger children receive sensitive reminders from practitioners about how to keep themselves safe. This means that they begin to develop a good awareness of safety. Practitioners provide a good role model for older children in the nursery. They explain and show children how they should use equipment outdoors, for example, to safely jump down from wooden beams. This results in children being able to clearly learn how to lessen hazards to themselves. Children love to play outdoors and have several opportunities to benefit from fresh air throughout the day. They have developed good physical skills as they confidently negotiate space outdoors on trikes and use larger apparatus, such as slides, to climb and balance. Children benefit from a healthy diet of lots of fruit and vegetables that meet their individual dietary needs, therefore safeguarding their welfare. They regularly talk about foods that are good for them and know that they will be 'really big and strong' like their older peers if they eat their lunch. Practitioners encourage and promote good self-care, which results in children knowing why they must wash their hands and that they cannot always see germs. Children brush their teeth after meals, which further contributes towards them knowing how to take care of their own needs and promotes good health. Practitioners follow good routines to protect children from cross-infection, which secures children's good health.

Practitioners provide highly effective role models to encourage children to behave well in the nursery. They follow a written behaviour policy and focus on promoting positive behaviour. Consequently, there are very few incidents of behaviour for practitioners to deal with, as children display high levels of good behaviour throughout the nursery. Practitioners are soon to attend training sessions in behaviour management to further develop the already good practice in the nursery.

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

The manager shows a good understanding of how to meet both the learning and development and welfare requirements of the Early Years Foundation Stage. She monitors children's progress in their learning in a sound manner, to ensure that children are provided with a good range of activities and that all of their areas of learning are continually planned for. Thorough induction procedures ensure that all practitioners are fully aware of their roles and responsibilities in the nursery. They know and follow written policies, which are regularly updated, to ensure the smooth running of the setting. This

results in children's learning being promoted and their welfare being safeguarded. Practitioners access further training in different areas of child development. This, in turn, further benefits the care of the children, as they are cared for by skilled and knowledgeable practitioners. Regular supervision sessions enable practitioners to share any concerns they have about their key children. The manager promotes an 'open door' policy in between these sessions to ensure that practitioners are readily able to voice any concerns and receive support to promote children's welfare and education. Effective recruitment procedures ensure that children are cared for by safe practitioners and regular ongoing checks on suitability safeguard the children's welfare.

Safeguarding children's welfare is a high priority in the nursery. Practitioners work together well to all take responsibility to assess risks in the environment. New risks are quickly identified and acted upon to ensure that children continually remain safe and secure, also practitioners attend further training to enhance the already good practice. Practitioners have a good understanding of child protection issues. They understand what they need to do if they have a concern about a child's welfare. Consequently, children remain safe in their time at the nursery. All practitioners receive training on child protection and this is regularly refreshed to ensure that they work to current guidance to keep children safe.

Parents are very complimentary about the nursery. They comment that 'staff are very warm and friendly' and that their child has 'come on leaps and bounds with speech'. Parents are continually kept informed about their child's welfare and development through daily conversations with practitioners and written diaries that parents are encouraged to add to. Written policies are shared with parents to ensure they know how the setting operates and understand what to do if they have a complaint. Practitioners working with older children who attend the school nursery work very effectively with teachers in the school. They successfully link in with planning from the other setting to provide a continuous learning journey for all of the children and share ideas that work well in the nursery. This successfully promotes very good partnership working for the benefit of the children. Practitioners work successfully with other professionals involved in the care and education of the children. They attend training to help look at innovative ways of helping children make progress and then share this information with parents to ensure a joined up approach, which promotes children's learning.

The nursery has taken steps to improve self-evaluation. They involve parents in this process and have effectively addressed the recommendations and actions from their previous inspection. Younger children's opportunities to explore outdoors have mostly improved. The manager clearly identifies the strengths and areas to improve, which focus on the things that will benefit children the most. For example, present efforts are focused on further improving the outdoor area and children have been successfully involved in this process by talking about the things they would like to have outside.

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	EY356648
Local authority	Durham
Inspection number	935550
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	65
Name of provider	New Beginnings
Date of previous inspection	27/02/2012
Telephone number	01207 500 073

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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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