

Tavistock House Day Nursery

Tavistock House, Borough Road, SUNDERLAND, Tyne and Wear, SR1 1PG

Inspection date	15/11/2013
Previous inspection date	24/09/2008

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

- Pre-school children develop exceptional communication and literacy skills for their age. This is because staff are highly skilled when teaching story telling skills, immersing them creatively and exploring imaginative language.
- Children's needs are quickly identified, and exceptionally well met through the robust and effective partnerships between parents and external agencies.
- Children's welfare and well-being is very well promoted in the nursery. There is a comprehensive awareness of safeguarding issues among the staff, all of whom are suitable to fulfill the requirements of their role and have had appropriate checks carried out.
- The manager monitors observation, assessment and planning documentation to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress.

It is not yet outstanding because

- There are slight variations in practice that are not effectively picked up and addressed quickly enough to ensure the highest level of quality of teaching and learning is achieved.

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

Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form and improvement plans.
- The inspector observed teaching and learning activities in all nursery rooms, including the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager. Policies and procedures were looked at and discussed, including progress tracking documentation.

Inspector

Nicola Jones

Full report

Information about the setting

Tavistock House Day Nursery opened in 2003 and is privately owned. It operates from 12 playrooms in a three- storey, listed building, in Sunderland City Centre. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6.30pm all year round except on bank holidays. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently 286 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently 53 staff working directly with the children, all of whom have an appropriate early years qualification. Two of the staff hold Early Years Professional Status, six have qualifications at level 5. 44 members of staff have qualifications at level 3 and three members of staff holds a level 2 qualification. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- improve the accuracy and effectiveness of monitoring procedures so that they are more precise in identifying variances in practice that are hindering the nursery's ability to achieve the highest possible standards.

Inspection judgements

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

Children are warmly welcomed into this bright and highly-stimulating nursery where their individual learning and development needs are very well met. Staff have very good knowledge of how young children learn, they observe them regularly and use this information effectively to plan inspiring, creative and imaginative experiences both in the indoor and outdoor environment. As a result, children make good and some make outstanding progress during the time they spend at the nursery. Each area of learning and development is implemented through planned, purposeful play and through a mix of child-initiated and adult-led activity. Staff place strong emphasis on children leading their own play. For example, children thoroughly enjoy the time they spend outdoors in the mud kitchen. They concentrate well as they transfer collected rain water from one teapot to another and talk and support each other to scoop leaves using spades. Staff fully

understand the importance of supporting children as they play. They ensure they have uninterrupted time to play and explore and provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. As a result, children freely explore their environment, develop confidence in solving their own problems and enjoy interacting with others around them.

The quality of teaching is consistently good and occasionally outstanding. Where teaching is excellent, staff engage pre-school children in oral storytelling sessions, enhancing their communication skills exceptionally well. Staff immerse children in imaginative language, introduce unfamiliar words in a narrative context and allow children to share their own ideas. This supports children exceptionally well when they begin to write. They learn the rules of structuring stories and gain a better grasp of language, preparing them very well for their future literacy development in school. Staff support very young children and babies language very well. They make very good use of activities, such as exploring rice pudding and custard, to engage with children and introduce new words and phrases. For example, children hear words, such as 'splat' and 'squishy, squashy' as they explore with their hands. Staff have significantly enhanced their knowledge and skills in the development of early language acquisition through the 'Every Child A Talker' programme. This is firmly embedded within nursery practice and lead practitioners have been proactive in ensuring all staff implement strategies to support children's communication and language skills. Consequently, children make very good progress in this area of learning, based on their starting points. Staff provide very good opportunities for older children to link sounds to letters and name and sound the letters of the alphabet. They provide resources, such as milk bottle tops with visible letters displayed. This enables children to represent their own names, supporting their literacy development very well. All children are provided with good opportunities to develop their mathematical skills. This area of learning has been targeted recently as a result of progress tracking monitoring. For example, staff support children to count as they walk along tree stumps in the outdoor area, ask questions and make comments, such as 'Is the mouse in our story big or little?' and 'You have filled your big bucket to the top'. As a result, children incorporate early counting and mathematical vocabulary into their everyday play-based learning, preparing them very well for school, when the time comes.

Children with special educational needs and/or disabilities are exceptionally well supported. This is because staff make excellent use of advice from external agencies, such as speech and language therapy services. For example, joint planning is in place to help improve communication and coordination between staff, other professionals and parents. As a result, children with additional needs are progressing very well towards the early learning goals, given their starting points. Staff demonstrate a high level of awareness in supporting children whose home language is not English and encourage parents to share key words from home. This means children are provided with good opportunities to develop and use their home language in play and learning, which supports their language development at home. Highly successful strategies are in place to engage all parents in their child's learning in the nursery and at home. As a result, a complete picture of a child's learning and development is achieved and parents and staff work together to plan and meet their individual needs.

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

Staff place a strong emphasis on supporting children's emotional and physical well-being. An effective key person system is in place. This ensures all children, especially very young babies and those in need of additional support, make secure emotional attachments. Children show they are happy when they stand by the window and wave their parents off for the day and show increasing levels of confidence in exploring their surroundings independently. A highly-stimulating environment is provided, both indoors and outdoors. This promotes children's independent learning very well. For example, children select and return accessible resources which are creatively displayed and promote learning exceptionally well. Children access the outdoor environment regularly throughout the day. They engage in challenging experiences when they balance carefully along tree stumps, roll balls down various slopes and surfaces and enjoy the experience of caring for animals, such as chickens. This enhances their physical well-being and ensures they gain full benefit from being outdoors daily in the fresh air. Healthy lifestyles are further promoted when staff talk about the benefits of eating fresh, balanced food at meal times and children enjoy eating eggs, collected from the chickens in the garden, for breakfast.

Highly-effective settling-in procedures are in place and children and their parents are exceptionally well supported emotionally when they first begin attending the nursery. Children make a number of visits, based on their individual needs, before staying for the whole session. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. Parents are able to view documentation devised specifically to support them in leaving their child for the first time. This reassures them and further supports children emotionally during times of transition. Children are equally well supported when move rooms within the nursery and into local schools. They make visits with their key person and summaries of learning and development are shared. This helps to improve communication and coordination between professionals, practitioners and families, especially when children have an identified condition, disability or impairment.

All staff, including students demonstrate an excellent understanding of safeguarding children in the nursery. For example, they recognise the importance of recording and sharing any unusual marks children may present with. Staff involve children in safety procedures throughout the day. For example, they provide good role models for practices, such as using scissors safely, to ensure children develop an understanding of how to keep themselves safe. Children demonstrate safe practices as they play. For example, they make careful side step movements when balancing along tree stumps, to avoid colliding with other children. Children cooperate well with each other and know what behaviour is acceptable in the nursery. This is because a number of strategies are embedded in practice within the nursery. For example, stickers are used to encourage and promote positive behaviour. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is shared with parents, to maintain a joint approach.

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

The manager has an excellent understanding of her responsibility to ensure the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage, and has effective systems to monitor their implementation. Robust recruitment procedures ensure all staff have suitability checks carried out and fully understand the requirements of their role in keeping children safe from harm. The manager monitors staff practice exceptionally well and ensures all safeguarding concerns are reported to her and has clear systems in place so that staff know who to contact within the local authority if she is not available. The manager provides support, advice and guidance to all staff on an ongoing basis. She ensures safeguarding practices are reviewed regularly and are well documented in improvement plans. This is further reinforced through training and regular staff meetings. As a result, children's welfare and well-being is exceptionally well promoted. This is further promoted as staff make highly effective use of up-to-date risk assessments to support them in ensuring all areas are safe. This information is reviewed on a regular basis and amendments made, if required. For example, staff ensure all items of dry food are stored effectively in sealed containers in resource cupboards to maintain the highest levels of hygiene and cleanliness.

The manager leads a well-qualified and experienced staff team. They use their skills and expertise skilfully to support young children's learning and development. Staff feel supported by the manager and are helped to improve their knowledge, understanding and practice. Effective supervision and appraisal systems are in place. This provides support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's development or well-being. Robust systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. The manager has a very good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported by her deputy and early years professional to maintain an overview of the quality of teaching and learning provided. However, occasionally, the monitoring of some teaching and learning activities is not as effective as it could be. There are slight variations in practice that are not effectively picked up and addressed quickly enough to ensure the highest level of quality of teaching and learning is achieved. For example, occasionally, some activities provided for babies to develop their hand and finger control are not always age-appropriate and older children do not always fully develop their independent skills at meal times. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. The manager maintains a highly comprehensive overview of progress tracking documentation. This ensures children's needs are quickly identified and exceptionally well met through excellent partnerships between the nursery, parents and external agencies.

Partnerships with external agencies and other professionals are superb. The provider, manager and staff work exceptionally well with practitioners in their locality and effectively use advice to provide targeted interventions to meet the specific needs of individual

children. Partnerships with parents are exceptional. They take an active part in their child's learning and are involved in decision-making on key matters. For example, active parental involvement is fully promoted through a well-established parents committee. The manager demonstrates a strong drive to improve the nursery and responds to areas identified for improvement by parents, along with collecting the views of staff and children to improve practice and provision. For example, robust improvement plans include actions that are implemented with precision and managed thoroughly. Parents spoken to on the day of inspection use words, such as 'excellent' and 'brilliant' to describe their satisfaction with the level of service provided. Additional written comments are available in a book in the entrance hall and contain statements, such as 'You have got something special at Tavistock'.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY264760
Local authority	Sunderland
Inspection number	940029
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	136
Number of children on roll	286
Name of provider	Tavistock House Limited
Date of previous inspection	24/09/2008
Telephone number	0191 514 0411

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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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