

# Howdon Nursery and Creche

11A Howdon Lane, WALLSEND, Tyne and Wear, North Tyneside, NE28 0AL

<b>Inspection date</b>	21/10/2013
Previous inspection date	31/07/2013

<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

- Very good partnerships with parents are established quickly so that practitioners can build on what children already know, and partnerships with other professionals have been securely developed which results in children receiving the support that they need to make progress.
- Movements between the rooms as children grow and develop are very successfully planned to ensure that they quickly settle with new practitioners and their learning is effectively continued.
- Practitioners focus heavily on planning for children's individual development which results in children's making good progress in all areas of learning.
- Children are highly active learners who thoroughly enjoy the exciting experiences and activities that practitioners provide in the nursery.
- Outdoor play effectively promotes children's development in all areas and good consideration is given to how to motivate boys so that the environment inspires them to learn.

### It is not yet outstanding because

- There is scope to further enhance older children's thinking skills when they listen to stories.
- Meal times are not always used as well as they could be to consistently promote children's independence.

## 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 area manager, manager, 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

Howdon Nursery and Creche was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Howdon Children's Centre in Wallsend, North Tyneside. It is managed by 4Children. The nursery serves the local area and is accessible to all children. It operates from three rooms and a separate creche room. There are enclosed areas available for outdoor play.

The nursery employs 16 permanent members of child care staff. All hold appropriate early years qualifications; three hold a relevant degree, 11 hold level 3 and two hold qualifications at level 2. The nursery also uses regular bank staff who have a range of qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 93 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- ensure that older children have time to develop their critical thinking skills during story times, for example, by asking them relevant questions and encouraging them to express their ideas
- ensure that children's independence is continually promoted at mealtimes when practitioners move in between the rooms.

### Inspection judgements

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

Practitioners know and understand how to use the Early Years Foundation Stage in the nursery to build on children's interests and provide experiences that help children make good progress. 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 their next steps. Practitioners make clear observations about what children like to do and build on this to promote the next steps in their development. For example, babies love playing hide and seek so practitioners set up a comfy enclosed space filled with

shredded paper for babies to hide and find objects in. 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 encouraged to be involved in their child's learning and continue their development at home. For example, practitioners write out nursery rhymes for them and provide recipes so that they can make dough at home to support children's creative skills. Parents receive good consistent information about how well their child is developing. Regular parents evenings, the progress check at age two and daily verbal feedback all establishes successful partnership working and ensures parents are well informed about their child's development. Written plans across the nursery successfully focus on promoting the prime and specific areas of learning and focus heavily on children's interests to enthuse and motivate them in their play. Practitioners show a very good understanding of how children learn and develop which results in them effectively supporting children's progress. Older children are prepared for their move to nursery or school well. Practitioners invite teachers into the nursery so that children are familiar with the new adults who will be teaching them. They also read books about going to school and focus more on circle times to enhance listening and speaking skills.

Practitioners know the children they care for very well. They promote active learning through a range of very good quality resources that children keenly explore. Children have strong exploratory impulses. They confidently move around the nursery rooms and outdoor area enjoying both planned and spontaneous play. Children's communication skills are promoted well as practitioners confidently ask children questions, engage them in conversations, sing songs, repeat words, label items and introduce new words. All of which promotes children's language well. Practitioners consistently encourage children's interest in numbers. They sing number songs and provide good resources for younger children, such as puppets, that promote counting and simple addition well. Children relish exploring outdoors. They push wheelbarrows which they fill with cones and enjoy exploring in the garden. Children's imagination is promoted through well-resourced role play areas which change dependent on what is happening in children's lives. For example, when many parents are expecting new babies, practitioners change the role play area to a hospital where children are able to explore medical equipment and look after dolls. Although children's critical thinking is mostly well promoted in the nursery, during story time with older children practitioners focus less on encouraging children's ideas to extend their learning. Children love exploring the water. They use good resources to pour and fill bottles and delight in emptying and filling them. This promotes their mathematical development and understanding of the world. Children's creativity is well promoted through easy access to a good range of musical instruments which they enjoy exploring by shaking and tapping them.

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

Children have developed very good bonds with the practitioners who care for them. They come into the setting and easily separate from their parents/carers and feel a great sense of belonging in the nursery as they confidently approach practitioners for reassurance, comfort and support. A good key person system results in children's individual needs being met. For example, a 'buddy' system means that children still have an adult who is familiar

with their needs if their key person is absent. This means that both their welfare and learning continues to be successfully promoted. Practitioners collect comprehensive information from parents when their child begins to attend through an 'all about me' booklet. Children are provided with several introductory visits before they begin to attend the nursery so that they can become familiar with their new surroundings. Younger children's consistent routines are continued by practitioners in the nursery. This ensures a smooth transition from home to nursery as children feel secure. Transitions between rooms in the nursery are very carefully and meticulously planned. Practitioners place an extremely high emphasis on planning successfully with new key persons when children move up to the next room. This results in children feeling safe and secure as they travel between rooms in the nursery and practitioners are able to easily continue to help children make progress in their development because of this.

Children access a wealth of good quality, easily accessible resources that promote development in the prime and specific areas of learning. These are successfully organised in low level shelving and baskets to encourage children to make choices about what they want to do. Consequently, children are confident decision makers who easily select from equipment and resources that capture their interests. Children's physical skills are promoted well. Outdoors children use good quality equipment which provides opportunities for them to develop their climbing and balancing skills. Spontaneous activities with older children encourage them to use 'giant' and 'baby' steps to march across the yard. Babies have lots of opportunities to enjoy being outdoors in the fresh air. Less mobile babies are wrapped up in waterproof suits so they can join in outdoor play and those who are mobile, keenly bring their coats over to practitioners so that they can go outside to kick and throw balls which they relish. The outdoor environment across all areas of the nursery has been set up as extensions of the playrooms where children's play is promoted in all areas of learning. Regular comprehensive risk assessments and visual checks on the areas during the day ensure that the areas children use are both safe and suitable. This protects their safety and well-being.

Children benefit from a range of healthy snacks and meals which meet their individual dietary needs. Practitioners regularly talk about foods that are good and bad for them which promotes children's understanding of a healthy diet. Older children are mostly encouraged to serve themselves and clear away after meals. However, when practitioners move around rooms in the nursery at mealtimes children's independence is not always successfully promoted. Children have formed good relationships with other children who attend the nursery. They seek out their friends to play together and younger children enthusiastically wave and chat to older children outside through the fence. Practitioners show a clear understanding of how to manage behaviour dependent on children's individual stages of development. They remind children to be careful and be kind to others, consequently children behave well in the nursery. Practitioners are particularly skilled at dealing with disputes in the toddler room. They maintain a calm and consistent approach which results in children beginning to understand the effect their behaviour has on others.

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

Practitioners and leaders show a strong understanding of both the learning and development, and the welfare requirements for the Early Years Foundation Stage. Consistent knowledge and practice by practitioners shows that written policies which contribute to the smooth running of the setting are known and implemented at all levels to safeguard children and promote their learning. Leaders place a high emphasis on valuing practitioner's personal development. Practitioners regularly complete on-line training to update their skills, knowledge and understanding, which in turn, benefits the care and development of the children. Team meetings are used well provide all practitioners with opportunities to reflect on practice, discuss policies and disseminate new ideas from training. Secure recruitment procedures means that children are cared for by safe and suitable practitioners. Regular supervision sessions and appraisals results in practitioners being able to raise any concerns they have about a child's welfare or development. This means that children's welfare is protected successfully and any individual support that is needed can quickly be put in place to promote children's progress.

All staff show a good knowledge of child protection issues and the signs of abuse which safeguards the children's welfare. They are aware who to approach in the nursery if they have a concern about a child and are confident about contacting other professionals if the need arises. A written procedure is in place to deal with any allegations that are made about a practitioner which further protect and safeguard children's well-being. Practitioner's mobile phones are locked away and the manager uses good procedures to ensure that this policy is consistently followed.

Leaders are committed to improving the outcomes for children by continually evaluating how practice and resources can be further improved to benefit the care and education of the children. Practitioners at all levels have considered how to promote achievement for boys in all areas of learning. They find the role play area for toddlers is less used indoors so created a shed outdoors to encourage their imagination and creativity which works very well. Self-evaluation in the nursery is strong. The nursery has made improvements since their last inspection and continues to focus on their plans for the future which are well targeted. Parents contribute their ideas to the self-evaluation process through a variety of methods, such as posting items in a suggestions box and completing regular questionnaires. This results in parents thoughts being valued. Parents say that they 'love' the nursery and that the practitioners are 'very friendly'. Policies are shared with parents when their child first starts to attend which results in them being aware of how the nursery operates and knowing what to do if they have a complaint.

Leaders have clear systems in place to monitor both the progress children are making and the planning for each individual child. This contributes very successfully to ensuring that practitioners are providing a challenging experience for each child which ensures they can make good progress in their time at the nursery. Partnerships with other professionals are very securely established. This results in both practitioners and other professionals involved in children's development working together successfully to ensure children can make as much progress as they possibly can in their time at the nursery. Although few children attend other settings that also provide the Early Years Foundation Stage, for those who do the nursery shares the 'to and fro' book. This provides them with ways of

sharing valuable information about the child's welfare and learning in their time at the nursery.

### **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

<b>Unique reference number</b>	EY445836
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	935541
<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>	63
<b>Number of children on roll</b>	93
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	31/07/2013
<b>Telephone number</b>	01916436260

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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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