

# 2nd Home Childcare

Birtley Osteopathic Clinic, The Croft, Durham Road, Birtley, CHESTER LE STREET, County Durham, DH3 1LY

## Inspection date

01/10/2013

Previous inspection date

05/07/2013

## 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 motivated and eager to learn. They benefit from a stimulating range of activities and experiences that provide them with opportunities to make good progress in all areas of learning and development.
- Practitioners are enthusiastic, have a good knowledge of how children learn and interact effectively with children to develop their learning further.
- Children have a very good relationship with their key person and other practitioners. They are happy and settled within the setting because their key person knows their individual care needs and responds to them effectively.
- Practitioners have a very good relationship with parents, which means that they work together effectively to support the overall care and learning needs of the children.
- The manager and registered provider undertake thorough and regular monitoring of all aspects of their provision, which means that areas for development are quickly identified and appropriate action is taken.

### It is not yet outstanding because

- There is room to enhance children's obvious enjoyment of books by using puppets and other objects to bring stories to life.
- Opportunities for children to develop a natural curiosity about the outdoor world are currently limited to allocated time periods. This restricts children's opportunities to be inquisitive and develop their interests further.

## 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 toured the setting with the manager.
- The inspector interviewed the manager and registered provider.
- The inspector carried out a joint observation with the manager.
- The inspector carried out observations in the different rooms and talked to children.
- The inspector held discussions with practitioners at appropriate times throughout the inspection.
- The inspector talked to parents.
- The inspector looked at a sample of documents including planning and policies.

## Inspector

Elizabeth Fish

## Full Report

### Information about the setting

2nd Home Childcare was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by a limited company and operates from a separate building located within the grounds of The Croft, in the Birtley area of Gateshead. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 86 children on roll, of whom 60 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery employs 12 members of childcare staff, including the manager. Of these, nine hold appropriate early years qualifications at level 3 or above and three hold level 2.

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

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

- develop further children's enjoyment of books, for example, by providing a range of puppets and objects to enhance storytelling
- provide children with time and space outside to explore and investigate, in order to develop their natural curiosity about the world around them.

## Inspection judgements

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

Children make good progress in the nursery because they are supported by enthusiastic and knowledgeable practitioners. They have a good awareness of how they can support children's learning and development. Detailed care plans and discussions with parents help practitioners to develop an understanding of the needs and interests of the children when they start. This information is used to plan a range of interesting and challenging experiences across the seven areas of learning, which are thoughtfully planned to support children's interests. For example, practitioners put out shopping trolleys and trucks to engage a group of children who are interested in pushing vehicles. Practitioners extend children's interests well as they encourage children to explore the marks on the vehicle tyres as they make marks with paint. As a result, children are engaged for extended

periods of time because they are interested and motivated to learn.

Practitioners know the children well. They undertake regular observations which highlight where children are in their learning in relation to the age-related expectations. They highlight how they can support them further and use this information about next steps to inform their planning. Regular assessments help practitioners to match achievements to the Early Years Foundation Stage. As a result, they can identify any gaps in learning and plan appropriate and timely interventions. They work with other professionals to ensure they support children effectively and incorporate any targets into their learning. Verbal discussions between the practitioners and parents at handover times mean that parents are kept well informed about their children's progress and they know how they can support them further. As a result, all children, including those with special educational needs and/or disabilities, make good progress.

Children's play is skilfully supported by practitioners who recognise the importance of observing children and following their lead. This means that they can intervene when appropriate to extend play and promote further learning. For example, practitioners observe children as they play with the jigsaws, helping them to find the correct shape to fit on the pegs. They encourage them to 'wiggle' the shapes to make them fit. Children are given time to try pieces themselves but practitioners intervene when they start to show signs of frustration. They celebrate achievements by clapping and praising. 'Wow' cards are also used to document achievements and to share these with parents. Therefore, practitioners and parents can share important milestones, such as a baby taking their first steps, together.

Communication and language is supported effectively in the nursery. Practitioners talk to the children constantly throughout the session and take time to listen to them. Practitioners in the baby room extend children's language through looking at books and playing 'peek a boo' as children crawl through the tunnel. They share with others when children attempt to say first words. Therefore, children's early attempts at communication are valued. All practitioners have received additional training in supporting language development because this has been identified as a key priority. Parents comment that their children have made very good progress in this area. An appropriate emphasis is placed on singing as a means to developing language, and children ask for favourite songs. Children enjoy books and practitioners take time to read books to them throughout the session. Children talk about the pictures and join in with repeated refrains. Younger children enjoy joining in with books as they make the noise of the fire engine or telephone ringing, while pretending to answer the telephone. However, there are occasions when children begin to lose interest in the books that are read to them. This is because practitioners do not always engage children fully, for example, by using objects, such as puppets or other items from the story, to bring the story to life and help children to engage with it. Practitioners ensure children have plenty of opportunities to climb and swing in the garden outside. This means that children develop their large muscle skills. Practitioners plan in opportunities, such as painting and sticking, to develop smaller muscle skills, and younger children enjoy filling pots with cereal or exploring the marks crayons make on paper. These skills prepare children effectively for the next stage in their learning.

Practitioners plan a range of opportunities for children to develop their understanding of the world. Children enjoy going for walks to collect autumn leaves, and going to the shops to buy streamers for the tree. Practitioners intervene effectively to talk about the colour and feel of the leaves that the children collect. Children are given time to explore their interests as they kneel down to look at clover. This is extended well by practitioners, who encourage children to pick some to explore further. However, this activity is cut short by the need to go back into the nursery with the rest of the group. This means that currently children are not always given the space and time to develop their natural curiosity about the world around them. Babies enjoy learning about things using their senses. They enjoy banging toys together and practitioners plan activities, such as yoghurt or water play, to stimulate their learning further. Children learn about other cultures as practitioners carefully plan in activities to celebrate festivals that are within the experience of children in their nursery. This means that they liaise with the families to find out more about a particular festival. For example, they celebrate Chinese New Year by joining in some of the family festivities and celebrate St Patrick's Day with another family. As a result, children have a greater understanding of what these festivals mean to people. Children are well supported to express themselves creatively. Children love dancing and singing, and younger children clearly enjoy this as they dance and march to the songs, asking to do this again and again. Practitioners plan creative activities to enable children to explore objects further. For example, they stick autumn leaves to a tree or explore the marks tyres make in paint.

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

Children are very happy and settled in the nursery. Parents like the family atmosphere and children thrive in this environment. They have a very good relationship with their key person, who clearly knows individual children well as they talk about their likes and dislikes. Key persons follow routines from home effectively and many of the younger children enjoy being cuddled as they doze off to sleep, while others have their head stroked as they do at home. Practitioners are meticulous in ensuring that children have the comfort toys they need to enable them to go to sleep. An example of this is when a key person ensures a child has all three comfort blankets before they settle him to sleep. This means that all practitioners, especially the key person, knows each child and, as a result, can meet their needs effectively. Parents talk to practitioners at the beginning and the end of a session and share important information. They feel that the practitioners are loving and caring, and have a lot of time for the children in their care. Parents comment on how their children are happy and settled, and love coming to the nursery.

Children learn about health and hygiene as they are reminded to wash their hands before snack and meals, and after playing outside or in the sand. Meals provided cater for individual dietary needs well. Children have a range of fresh fruit and vegetables, and water is available throughout the day for children to help themselves to. Younger children have beakers of water available throughout the session. A daily record informs parents of what their children have eaten or drunk. This means that parents know when their child only ate a little bit of lunch and can follow this up. Regular outdoor play means that children have time to run around, play with balls or climb and swing. Walks in the local area are planned to extend learning. Consequently, children benefit from plenty of fresh

air and exercise.

Children are encouraged to try to do things for themselves as they get out resources themselves or fasten aprons for painting. They also demonstrate their increasing independence as they feed themselves with a spoon or fork. Older children manage their own personal hygiene as they begin to go to the toilet and wash their hands with the support of an adult. These skills support children's developing independence. Children learn to play alongside others as they sing or play with blocks. They learn to share the same resources and begin to join in games with each other. Practitioners help older children to take turns with each other as they play group games and wait patiently anticipating their turn, saying 'It's my turn next'. This means that children are well prepared for the next stage in their learning. Children are cared for in a clean, bright and stimulating environment that supports their overall well-being and care. The environment promotes independence as resources are well organised, clearly labelled and accessible to children, which means that they are able to select the resources they require for their activities.

Children develop an awareness of how to keep themselves safe because they practise fire evacuation drills regularly, and ask for an adult if they need to leave the room. They learn to hold hands when outside of the nursery. The nursery has clear rules and routines, which children respond to well. Behaviour is managed effectively using positive expectations. For example, children are reminded to wait at the table for their lunch. This means that children understand what is expected of them in the nursery.

Children settle into the nursery quickly as practitioners find out important information, including individual dietary or care needs, children's interests and comfort needs as part of a detailed care plan. Flexible settling in is offered in the month prior to starting. This gives children time to get to know the nursery and practitioners. During this period, the children are allocated a key person, who spends time discussing the children and their care plan with parents or carers. Therefore, parents have a good relationship with a key worker prior to their child starting, and their individual needs are met effectively. Children's needs continue to be well met as they move through the different rooms within the nursery. This is because their key person moves with them to help make the move as easy as possible. Flexible arrangements are in place during these times of change to enable children to seek comfort in their familiar surroundings. For example, children choose which room they want to go into on arrival. Very young children enjoy some quiet time in the familiar surroundings of the baby room with their key person later in the day.

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

The manager and owner make an effective team. They have a shared vision, which is to support children's all-round development. They have a good understanding of their responsibilities in meeting the welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Practitioners monitor the provision as a team and highlight areas for development to enhance learning opportunities for children. Planning is monitored effectively; this means that any areas of

underachievement are quickly identified and appropriate interventions are put into place. There are good recruitment procedures in place and all practitioners and students have appropriate checks carried out. Thorough induction procedures mean that new practitioners and students have a clear understanding of their role within the nursery.

Self-evaluation is good because the manager and practitioners identify what they do well and how they help children learn. They have clear plans for improvement and are currently undergoing work to transform the outdoor space. Recent improvements, such as reorganising the rooms, have had a positive impact because it means that practitioners can meet the needs of children more effectively. Practitioners seek feedback from parents and children and act upon feedback given. For example, the storage of nappies and personal belongings has been reviewed and changed after a parent reported that nappies had been mixed up. This means that the views of parents and children are taken into account when evaluating the provision. The nursery welcomes support from the local authority and acts on the advice given. Practitioners have regular supervision meetings where they discuss their strengths and how they could improve the provision. Areas for development are highlighted and used to identify professional development opportunities, which are used to enhance practice. For example, following recent outdoor training, the nursery plans to install a water pump and develop dens and wigwams in their outdoor area. This means that the nursery has a good capacity to improve further.

Safeguarding is good because the manager and practitioners understand their responsibilities. Practitioners have recently updated their safeguarding certificates and they know what to do if they have a concern about a child. A current list of contact details is available. Policies and procedures are all well written and well organised. They are developed by the whole team, and are known and understood by all practitioners. Policies are shared with parents and a frequently asked questions sheet about policies provides a quick point of reference. There is a rigorous security system for entry to the nursery, and children are consistently signed in and out. The setting has a clear policy for the collection of children, which ensures that they are only collected by people authorised by parents or with the use of a code word. This helps to keep children safe. Safety is further promoted through daily risk assessments. This means that all the areas of the nursery are checked, hazards are identified and action is taken to reduce risk.

Partnerships with parents are good as practitioners provide a verbal handover at the beginning and end of the day. They also give parents a daily record of what their child has eaten and drunk. Parents like the family atmosphere and feel that the practitioners are very committed. They enjoy hearing what their children have been doing each day and look forward to the meetings where they can look at their children's learning journals. The nursery works well with other professionals, such as health visitors, speech therapists and support staff from the local authority. They seek appropriate advice and involve parents in all meetings, which ensures children have consistent support at home and in the nursery. Practitioners work hard to make moves to different settings as easy as possible for the children. They have established good links with the local pre-schools and schools. They share information about children's learning and meet together so that they ensure that they work together to meet the ongoing learning and care needs of all children.

### **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>	EY441072
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	936162
<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>	26
<b>Number of children on roll</b>	86
<b>Name of provider</b>	2nd Home Childcare
<b>Date of previous inspection</b>	05/07/2013
<b>Telephone number</b>	01914 111300

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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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