

Belsay Daycare

Belsay First School, Belsay, NEWCASTLE UPON TYNE, NE20 0ET

Inspection date	09/01/2014
Previous inspection date	12/05/2010

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 enjoy the wide range of activities on offer, particularly in the outside environment, which challenges and stimulates them.
- Relationships between staff, children and parents are strong, therefore, children have a strong sense of belonging and are confident learners.
- Staff use their knowledge, skills and experience effectively to ensure that children are consistently challenged to reach the next stage in their development.
- Children are well protected by robust risk assessments and sensible procedures, which ensures that they are always well supervised and cared for.

It is not yet outstanding because

- Children are not given the opportunity to develop their independence by serving themselves at snack time.
- Photographs of children's experiences are stored in learning journals and are not displayed in the pre-school, this limits younger children's opportunities to recall and discuss past events.

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 viewed all areas of the premises and equipment and observed activities indoors and out.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and also took account of the views of parents spoken to on the day.

Inspector

Pamela Nield

Full report

Information about the setting

Belsay Daycare has been registered since 2009 and is run by a limited company. It operates from a Portacabin in the grounds of Belsay First School in the Belsay area of Northumberland. Children have access to an enclosed outdoor play area as well as the school field. It is open 9am until 3pm Monday to Friday during term time. The out of school provision is open 8am until 8.45am and 3.20pm until 6pm during term time. They are registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. There are currently 45 children on roll, 16 of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities. There are five members of staff, all of whom hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- enhance opportunities for older children, to develop their independence skills, for example, by serving themselves at snack time
- display photographs of children's experiences in the pre-school at child height in order to further enhance children's opportunities to recall and discuss past events.

Inspection judgements

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

Children are fully engaged in productive activities throughout the session in pre-school because staff plan and provide a highly stimulating, challenging and interesting learning environment both indoors and out. Children engage in a good range of interactive experiences as they refill bird feeders, using mathematical language, such as full, empty, more and less. They notice changes in the environment, such as how the small brook next to the pre-school is much noisier. Staff use these experiences to build young children's knowledge well. For example, they ask why the bird feeder is empty, giving children time to think and answer. They also prompt them with questions, such as 'why is the brook noisier?' This encourages the children to think about and describe what has been happening in the garden while they've been away. Children enjoy pretend play as they play happily in the newly established 'Belsay Pet Shop'. They hold, 'feed' and care for the animals. Children play and interact with each other as they take on the role of shop assistant and shopper. They confidently talk about what each pet would need in order to be looked after properly. They use their mathematical skills to count out coins, using one to one correspondence when buying their pet. The til enables children to develop technological skills and explore cause and effect as they push the various buttons.

Communication skills are developing well as children make 'Rhyme Soup' in a group with two members of staff. They confidently repeat the familiar poem, follow instructions and identify rhyming words such as box and fox, van and man. They also identify successfully that some words do not rhyme such as box and fan.

Children's early literacy skills are developing very well. The older children know the initial letter sound of their name and are being supported to write their names. The younger children recognise their coat hook, drawer and registration card. They all have the child's name and a picture that was chosen by the child when they start attending the pre-school. This helps them to recognise print in the environment. Staff demonstrate effective teaching methods to support children's communication and language. Mathematical skills, such as counting and number recognition are well supported by staff. The children count how many are in pre-school, during the registration activity. They count eight children and then one child is chosen to find the number eight somewhere in the nursery. This enables children to use numbers and counting for a purpose. Children's physical development is aided very well as they have access to a recently refurbished outside play area. Here, children are learning to improve their climbing and balancing skills as they skilfully negotiate the winding pathways on tricycles and scooters. They learn to take risks as they climb up and down the climbing frame in various ways. Some children ask for help when they need it. Staff are on hand to support and encourage children to have a go. The resources available are very well labelled and stored effectively. Children are able to access the resources they need independently to solve problems and enhance their own play. A group of boys decide to build a lighthouse together. They discuss what they are going to do and what equipment they need. Staff question the children well and intervene to extend play. For example, a member of staff asks the boys how they will see ships coming. The boys decide they need to build a telescope, which they do together. The children enthusiastically explore and investigate the garden and find a group of ladybirds on a sunflower head. One child asks if they can use the camera to take a photograph of the ladybird which shows that they understand how and are able to use technology in everyday situations.

Staff observe, assess and monitor each child's development well. They make detailed observations across all areas of learning. These are used effectively to plan future activities. This ensures children's emerging needs are followed up swiftly and accurately. Staff also record children's self-initiated play and use their interests as a basis for their planning. Each child has a key person, who ensures that all activities are tailored to meet their individual next steps in learning. The key person regularly records and reviews children's progress and any concerns are promptly followed up. Children's starting points on entry to the nursery include parents' views about what their children can do. As a result, staff have a secure baseline in place from which to measure children's progress. Staff work extremely well in partnership with parents and other professionals to identify realistic, yet challenging targets. They regularly review children's progress and discuss any concerns promptly. Therefore, all children are encouraged to reach their full potential and develop the necessary skills in readiness for school. Children with special educational needs and/or disabilities are well supported. Staff are aware of the individual needs of children, liaise with parents and have input from other professionals, so are working together to form targets for further development. Parents are provided with a good array of opportunities to be involved in their children's ongoing learning and development. For

example, parents are invited to regular review meets and contribute regularly to children's learning journals by taking their child's file home and adding photographs and comments to describe their child's achievements outside of pre-school. Staff use these well in their monitoring of children's progress and this helps them to plan accurately for the children's interests as well as the next steps in their learning.

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

Children are assisted in making a smooth move from home to nursery, as a result of a highly effective key person system and settling-in process. Individual visits are offered to children and their parents/carers in order for them to get used to the pre-school. These are followed by introductory sessions to allow children to get used to being away from their parents or carers. Parents are given plenty of opportunity to raise questions as they sit with staff to complete the initial paperwork, such as 'All about me' sheets. This enables them to give the pre-school lots of information about their child, including any special requirements, likes and dislikes. This means staff effectively identify children's individual needs and plan activities that they enjoy. Children build exceptionally strong relationships as staff provide genuine warmth and affection. They show an interest in the children, listening attentively and swiftly meet their needs. This enables children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, children are happy to engage in play and develop skills for future learning as they are relaxed and comfortable. Children talk confidently to staff, engaging them in discussion about what they did over the Christmas holidays while they are having their snack. The children help to tidy away toys at transition times and are supported to develop their independence as all of the storage is well labelled with pictures and words. Younger children are supported effectively by staff gently directing their efforts and working alongside them. This encourages positive self-esteem and enables them to develop their self-help skills.

Children behave very well and show a good understanding of what is expected of them. They sit quietly and listen during group activities and share resources happily. Children also develop a good understanding of the importance of physical exercise and a healthy diet. They discuss the fruits, which they have at snack time and know that these help to support good health. However, there is scope to encourage children's independence, for example, by providing opportunities for children to serve themselves at snack time. Children enjoy a varied and balanced diet as the pre-school provides a variety of snacks and lunches are prepared by school. The children follow hygienic hand-washing procedures, which help to minimise the risks of cross-infection. All children have daily access to fresh air and exercise in the outdoor area, which supports children's good health. Children move around the pre-school safely, enjoying the freedom to select from the wide range of resources that are easily accessible to them. However, there is room to develop the number of photographs displayed around the pre-school, to further promote discussions amongst children, about significant life events. Children benefit from the thoughtful layout, which includes designated areas for rest or active play. Children are able to meet their physical needs for relaxation as they can rest in the comfortable book area if they are tired.

Transition to school is well managed as the outdoor space is shared between the pre-school and Reception, this is used jointly during the summer term. Joint activities are planned between the pre-school and reception. For example, the reception class joined the pre-school when the fire brigade recently visited with a fire engine. This helps the school staff to get to know the children and observe their learning before the move into their care. This supports children's transition to school very effectively and ensures emotional readiness.

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

The pre-school is led by a motivated manager, who also works alongside staff with the children and has key person responsibilities. The staff team share a desire to provide quality care and all staff are dedicated to meeting the needs of the children who attend. The manager has a robust understanding of her responsibility in meeting the Early Years Foundation Stage learning and development requirements. Highly successful teamwork ensures that children's well-being is efficiently prioritised and the positive atmosphere contributes to a pre-school that is warm and welcoming. A comprehensive range of policies and procedures are in place to assist in the smooth running of the pre-school. These include, comprehensive procedures for recruitment. This ensures that those working with children in the pre-school are safe to do so. These are regularly reviewed to ensure that they continually meet the changes in legislation and are in line with current best practice. Staff have a good knowledge of safeguarding and are familiar with how to report any concerns they may have. Consequently, children are well safeguarded.

The manager regularly monitors the delivery of the educational programmes and routine care practices. For example, a weekly staff meeting is held where all children are discussed. This enables her and the staff team to monitor progress of individual groups of children in specific areas of learning. This helps to ensure that all staff are following the policies and practice provides effective teaching to help children to progress. The action and recommendations from the last inspection have been successfully addressed. For instance, parental responsibility is now recorded in children's records and the appraisal system is fully implemented. The pre-school staff team evaluate their practice effectively to identify areas for improvement. A comprehensive development plan is in place to bring about continual progress. Staff take ownership of improvements to ensure they are completed and the manager oversees this. Parents' comments are highly valued. They are sent regular questionnaires asking for their opinions on the quality of the pre-school and what it provides. In addition, staff ask parents questions for their views and comments. As a result, parents report that they are very happy with the nursery. They positively comment on the good range of activities that stimulate their children's interests and the friendliness and enthusiasm of the staff.

Partnership with parents and other early years professionals are a clear strength of the pre-school. Parents are warmly welcomed into the pre-school and are comfortable talking to staff, who show a genuine interest in their children. They are kept very well informed about activities through the comprehensive notice board and website and are encouraged to share their own observations of their children's progress. The nursery works well with

other agencies, such as health professionals and the local authority. This ensures that all children receive support in line with their unique needs.

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	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	EY403336
Local authority	Northumberland
Inspection number	874135
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	45
Name of provider	Belsay Daycare Limited
Date of previous inspection	12/05/2010
Telephone number	01661881704

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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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Piccadilly Gate
Store St
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M1 2WD

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