

# TAD Centre Day Nursery

The T A D Centre, Ormesby Road, MIDDLESBROUGH, Cleveland, TS3 7SF

<b>Inspection date</b>	14/01/2014
Previous inspection date	12/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 well safeguarded. This is because staff are highly knowledgeable about their role and responsibility to keep children safe and the premises are kept very secure.
- Children build up a very close relationship with their key person. This is because the staff get to know the child and their family very well.
- Children's learning is effectively promoted because staff plan activities based on children's interests and developmental needs. Clear monitoring of the educational programme ensures all children make good progress in all areas of their learning.
- Partnerships with parents are good. This helps to ensure that children are given good levels of support to meet their individual needs and that parents are fully informed about their children's learning.

### It is not yet outstanding because

- Arrangements are not always fully in place to liaise with all other early years settings children attend so that information gathered can be taken into account when planning activities to extend children's good learning even further.
- On occasions children, in the pre school room in particular, have to wait for everyone to be ready before accessing the outdoor play areas.

## 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 had a tour of the premises and observed activities in the all the playrooms and outdoor area.
- The inspector held discussions with the manager, deputy manager and the nominated person throughout the inspection.
- The inspector spoke to the local authority early years advisory teacher.
- The inspector conducted a joint observation with the manager.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of staff working with children and looked at the nursery's self-evaluation form and some written policies.
- The inspector took account of the views of parents spoken to throughout the inspection and from information included in the setting's own parent surveys.
- The inspector talked to staff and children at appropriate times throughout the inspection.

## Inspector

Karen Tervit

## Full report

### Information about the setting

TAD Centre Day Nursery was registered in 1994. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of nine provisions owned by Nunthorpe Nurseries Group. It operates from self-contained premises within the Training, Advice and Development (TAD) Centre which is situated in the Berwick Hills area of Middlesbrough, Cleveland. There is access to an outdoor play area.

The nursery is open Monday to Friday from 7.30am to 6pm all year. Children attend for a variety of sessions. There are currently 109 children attending, of whom 98 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, three of these plus the Manager have an early years degree. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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

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

- explore further ways to help other early years providers share what they know about child to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress
- develop the planning for outdoors so can that children, particularly in the pre school room, who learn best outdoors can access whenever they want and do not have to wait for everyone to be ready.

### Inspection judgements

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

Staff have a good understanding of how children learn through play and plan enjoyable and varied activities, which capture their interest and engage them. Clear systems are in place to observe, assess and plan for children's learning. Children's developmental journeys and tracking systems show how children are making good progress towards the early learning goals. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for children. The next steps in children's learning are clearly highlighted for staff to follow when planning further activities for their key children using 'room stories'. Where children are recognised as requiring additional

support, staff work with parents and, where necessary, other professionals, to ensure each child's individual needs are met. For example, they have close links with inclusion support enabling them to provide additional help for children in their behaviour, communication and language.

Staff use good teaching techniques to engage children in the activities they provide and show an enthusiastic approach which means children want to take part and thoroughly enjoy their learning. For example, staff fill a large tray with leaves and hide different creatures for children to find and examine using a variety of magnifiers. Staff are interested in what children are doing, and offer meaningful praise for their achievements. This encouragement motivates children to persevere until they have found them all. Staff talk with the children about what they are doing and ask questions to help them make links in their learning. For example, when two-year-children build with the large plastic bricks staff ask them to 'think which brick' and 'what colour' they need next as well as introducing mathematical language about size and shape. All children have easy access to a range of books. Babies explore favourite board books, while older children enthusiastically join in with actions to their favourite story, often successfully predicting what comes next and creating colourful displays of their favourite stories. Children are enthusiastic singers throughout the nursery as staff provide lots of opportunities for children to experience action songs and rhymes. Consequently, children delight in rowing their boats and pointing to the ceiling and floor. Babies thoroughly enjoy exploring a variety of materials such as paint, glue, wood, cardboard and treasure baskets. Children develop good social skills as they mix with children from other rooms outdoors and at 'family time'. All children receive good opportunities to make marks, for example they paint indoors and outdoors and use different vehicles in wet and dry sand. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as, moving onto nursery and school. All children have daily opportunities to play outdoors. Although, staff plan for an exciting and challenging outdoor environment, there is scope to improve the opportunities for children to independently access outdoors so that pre school children, in particular, do not have to wait until everyone is ready. Children develop good physical skills as they confidently ride their bikes and clamber on the play equipment.

Staff effectively encourage parents to be involved in their children's ongoing learning, to promote continuity and provide best possible support. Regular parent meetings update them on their children's progress and next steps through the sharing of summary sheets. Parents comment positively on the progress their children are making particularly in their speech and use of good manners. Children's learning journals are shared with parents to ensure they are included in setting targets for their child's future development and understand how to support their child's learning at home. Alongside this, staff in the pre-school room in particular, often send resources home for children to share with their parents to further support them in their learning. For example, art boxes are a particular favourite with the nursery proudly displaying children's home creations on their return. Children also enjoy taking 'Belinda Bear' home with them and helping to write about her adventures.

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

Children have developed warm, secure relationships with staff. They eagerly come into the nursery and separate from their parents and carers with ease. Parents meet with staff prior to children starting nursery. They use these visits to gain lots of valuable information about children's individual needs and preferences. Consequently, children settle quickly, ensuring continuity in their care. An effective key person system is in place and helps children to form secure attachments with the staff who care for them. They carefully plan for children's individual learning, spending time during the day supporting them individually and in small groups. Parents are provided with lots of information about their child's key person and their role, in the form of photographs and daily chats. Highly effective settling in procedures for children moving rooms within the nursery, ensure children settle quickly. For example, close working relationships between staff in all the nursery rooms and carefully planned routines help ensure children's individual needs are met as they move onto their next stage of learning. The nursery effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations, for example, Christmas and Chinese New Year. Children with English as an additional language are appropriately supported. For example, staff know simple words and phrases in children's home language and these are displayed throughout the nursery rooms. Children have good opportunities to gain an awareness of diversity as they use dolls, books, pictures and small world toys that reflect positive images of difference.

Children play in an extremely stimulating and well-organised environment both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. All resources are easily accessible; this enables children to select their own resources independently. Labels and pictorial prompts also help children to tidy up resources and return them to the correct place. For example, children return their sand equipment to the correct place because pictures on the shelf help children to know where they go. Displays in the setting recognise children's achievements and things that are important to them. Children stay healthy because the nursery follows effective procedures and daily practices, which meet the children's physical, nutritional and health needs. Children learn about healthy lifestyles. They demonstrate a good understanding of health and hygiene as they wash hands and brush their teeth before meals. They know how some foods, such as fruit, are good for them. The setting places a high priority on independence, which is promoted throughout the day as children are encouraged to serve their own food, and pour their own drinks. Staff are attentive and when slight conflicts arise they offer timely and sensitive intervention appropriate to the ages of the children, consequently children behave well.

Children develop a good understanding of personal safety. For example, they regularly practice the evacuation procedures and carefully climb the steps to the indoor platform in the pre school room. Posters in the bathrooms offer reminders about hand-washing routines. Children in the process of being toilet trained are suitably supported. Parents comment positively on the help and advice they receive from the nursery at this time. Good nappy changing procedures are in place with staff wearing specific aprons for the task. All children have suitable opportunities throughout the day to experience fresh air and be energetic. Parents are asked to make sure that children have wellington boots and

suitable outdoor clothing so children can access outdoors no matter what the weather is like.

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

The management team have a good understanding of their responsibilities in meeting the welfare and learning and development requirements of the revised Statutory framework for the Early Years Foundation Stage. Safeguarding is robust because the manager and her staff fully understand their responsibilities. All staff have attended safeguarding training and regularly up date this. Consequently, staff know what to do if they have a concern about a child and a current up-to-date list of contact details is displayed in the office. There are robust recruitment and induction procedures and clearly written policies and procedures are well implemented, to support children's safety and welfare. All staff and students have appropriate suitability checks carried out. The comprehensive risk assessments cover all areas of the nursery to clearly identify hazards children may come into contact with. These are reviewed regularly, along with all the policies, procedures and other documentation to ensure these meet current guidelines and practices. There are clear procedures in place for the use of cameras and mobile phones.

The nursery places a high priority on professional development and supports staff to obtain further professional qualifications. The manager holds an early years degree and this means that children benefit from a broad and balanced curriculum. The manager encourages a culture of reflective practice. She is a skilled and knowledgeable practitioner herself and supports her staff team well. As a result, staff are motivated, enthusiastic and clearly enjoy working in the nursery. Successful performance management systems are in place and staff training needs are identified through supervision and appraisal. Planning and assessment systems are monitored effectively and the manager completes regular room observations gaining first-hand knowledge about what is working well and addresses any issues raised. Staff also complete peer observations so they can learn from each other. Documentation for tracking children's progress is in place. This information accurately identifies when children are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need. Good attention is paid to self-evaluation and promoting continuous development. Parents, staff and children are involved in this process to ensure that their views are considered when planning future improvements. The manager and staff welcome the support from the local authority advisory teacher and act on the advice given. This results in a detailed action plan that ensures the ongoing level of quality care and learning continues to be maintained and improved upon.

Parents receive good quality information. Displays, photographs and notices inform them of many aspects of the nursery. Parents are also informed about their children's care routines and activities they have enjoyed. Parents are actively encouraged to share their views about the nursery through suggestion slips. Parents are complimentary about the nursery and care of their children. For example, they say 'staff are brilliant' and that 'they always have time to talk to you'. The setting also works extremely well with other

professionals to support children with special education needs and/or disabilities. They contribute to a variety of meetings and help children effectively to work towards their individual targets. For example, they use picture cards to aid children in developing their communication skills. This provides a consistent and targeted approach for the children. The nursery is constantly looking at different ways of engaging with other settings. However, they are not fully successful in engaging with all settings children attend to ensure continuity in children's care and learning.

### **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

<b>Unique reference number</b>	508442
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	877248
<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>	76
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Nunthorpe Nurseries Group Ltd
<b>Date of previous inspection</b>	12/05/2011
<b>Telephone number</b>	01642 224225

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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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