

Howdon Nursery and Creche

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

Inspection date	20/01/2014
Previous inspection date	21/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff engage skilfully with very young children and babies, engaging them in playful interactions. This supports their early communication skills and focuses their attention well.
- Children with special educational needs and/or disabilities are well supported to make progress through good partnerships with parents and external agencies and services.
- Children settle and develop confidence in the nursery as they develop good relationships with staff and freely explore their indoor and outdoor environments.

It is not yet good because

- Opportunities for older children to engage in stimulating, interesting and challenging experiences are not always provided. As a result they do not always actively engage in activities and experiences they initiate for themselves, in order to extend their learning.
- Risk assessments are not always fully effective in identifying and minimising all potential hazards children may come into contact with. As a result, children's safety is not always well supported.
- Staff are not always effectively deployed to ensure changes in older children's behaviour are quickly picked up on and addressed so their learning is fully supported.
- Monitoring procedures are not sufficiently focused to identify inconsistencies in staff practice to maintain good quality across the nursery.

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 carried out a tour of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector observed teaching and learning activities in all the nursery rooms and outdoor environments.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form.
- The inspector held a meeting with the manager and the area manager and looked at and discussed a sample of policies and procedures.

Inspector

Nicola Jones

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. The nursery opens five days a week from 7.30am until 6pm, all year round. Children attend for a variety of sessions and are cared for in three rooms and a separate creche room and have access enclosed outdoor play areas.

There are currently 113 children in the early years age range on roll. 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 16 staff working directly with the children. All hold appropriate early years qualifications; two hold relevant degrees and 14 hold level 3 qualifications. The nursery also uses regular bank staff who have a range of qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the range of activities and experiences offered to older children, ensuring they take full account of their needs, interests and learning styles, in order for them to actively engage in activities they initiate themselves and extend their learning
- improve risk assessment procedures to ensure they are fully effective and identify and minimise all potential hazards which may arise for children, with particular reference to the locking and removal of the key to the door leading into the creche room.

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

- improve staff deployment in the 'Honeysuckle' room to ensure changes in children's behaviour are quickly picked up on and addressed and their learning is fully supported at all times
- improve the effectiveness of monitoring procedures to ensure that teaching and staff interactions with children are consistent to maintain good quality practice across the whole nursery.

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

Staff have generally good knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They use this information reasonably well to support children in most aspects of their learning and development. Children in the 'Daisy' and 'Buttercup' rooms are provided with a good range of toys, resources and equipment that are appropriate for their age and stage of development. They are encouraged to freely explore their surroundings and discover new things throughout the day. Children enjoy leading their own play and take part in activities which are guided by adults. For example, babies sit and place their hands into a mixture of gloup and glitter. They maintain focus for sustained periods of time and listen carefully when staff use words, such as 'mix' and 'sparkly'. This supports their early communication skills and encourages them to use single words. However, the range of activities and experiences offered for older children in the 'Honeysuckle' room requires improvement. Staff do not always take full account of individual children's needs, interests and learning styles when planning for child-initiated learning in the indoor and outdoor environments. This means that some activities presented to children are mundane and lack a good level of challenge. Therefore, some children quickly lose interest in what they are doing and,

occasionally, engage in unacceptable behaviour.

Staff have a sound understanding of how to promote the learning and development of young children. As a result, most children make steady and some make good progress in their learning and development overall. However, the quality of teaching is variable, especially when supporting the older children in the nursery. For example, during story time, staff do not always ensure they have children's full attention before beginning to read and they do not ensure they can all clearly see the book. This results in individual children becoming restless and not fully developing their listening and attention skills. Where teaching is good, staff support babies very well to develop their physical skills. They place children on the floor and encourage them to reach out for objects and roll over. Children with special educational needs and/or disabilities smile when they handle toy guitars and benefit from close relationships with staff to support their hand and finger control. Staff work very well with other professionals, such as home portage workers, who work directly with the child and make effective use of shared planning to move the child forward in their learning. As a result, this group of children are progressing well towards the early learning goals, given their starting points. Staff support two-year-old children well in nursery. They sit alongside them on the floor and play with bricks. They support them well to build their own models, count the number of pieces used and ask thought-provoking questions, such as 'I wonder how you made your model?'. This supports children's learning well and encourages their expressive language and thinking skills. As a result, children gain appropriate skills and are reasonably well prepared for the next stage in their learning, including school, when the time comes.

All staff demonstrate a good understanding in supporting children whose home language is not English. They provide information for parents and encourage them to share words from home. For example, key words and numbers are displayed on the walls and in the bathroom area of the 'Honeysuckle' room. This means children are provided with opportunities to develop and use their home language in play and learning, which supports their language development at home. Staff have appropriate expectations of all children as they complete a range of good quality assessments, using guidance materials, such as the 'Early Years Outcomes'. This information is tracked on a pictorial wheel to show progress over time and is used generally well to identify individual strengths and weaknesses. Parents have regular access to this information. They are kept well informed about their child's learning and development and are actively encouraged to share their learning at home. For example, parents write comments in children's 'to and fro' books to share events and achievements. This helps to create a clear picture of a child's development and supports their achievement over time.

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

Staff have an appropriate understanding of children's safety. However, due to a weakness in leadership and management, the indoor environment of the 'Honeysuckle' room is not as safe for children as it could be. Overall, children demonstrate they feel safe in the nursery. They take risks as they climb onto small chairs and balance along wooden blocks before jumping off into the sand pit at the end. Older children take care when riding scooters and cars, ensuring they do not collide with other children. Children's behaviour is

generally good. Staff have a range of skills and manage changes in behaviour appropriately throughout the day. However, due to weaknesses in staff deployment, not all incidents are observed by staff quickly enough for them to be addressed. This means that agreed strategies for managing behaviour are not always applied consistently across the nursery to provide children with clear guidance about what is acceptable behaviour. Staff demonstrate they have thought through how to deal with safeguarding issues. They have good knowledge of what is considered inappropriate behaviour displayed by other members of staff. They fully understand that behaviours, such as rough handling of children and shouting, are unacceptable, and are aware of their role in safeguarding children to report this to the manager.

Staff have sound awareness of 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. Very young children show they are happy and smile when staff lie next to them on the floor, copying their early sounds. Opportunities for children to develop their independence skills are good. The manager and staff have swiftly acted upon recommendations raised at the previous inspection and now ensure all children take an active part in routines, such as meal times. For example, older children thoroughly enjoy pouring their own water and serving their own curry and rice from serving dishes. Younger children embark upon discussions with staff and identify the fresh vegetables they can see on their plate. This supports their understanding of why it is important to have a healthy diet. Independence is further promoted when younger children move around their room, selecting toys and equipment. This enhances their self-confidence and enables them to meet their own needs and interests. Children freely move from the indoor to the outdoor environment throughout each day. They enjoy the freedom of being in the fresh air and benefit physically from being active and exuberant.

Effective settling-in procedures are in place and children and their parents are 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. Children are equally well supported when they 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.

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

Staff have sound knowledge and understanding of safeguarding children. They recognise the signs and symptoms of abuse and know who to contact if they ever have concerns about a child. Children are protected further as robust recruitment is in place; all staff have Disclosure and Barring Service checks carried out and are suitable to work with children. The manager and her staff team carry out ongoing risk assessments in the indoor and outdoor areas of the nursery. However, on the day of the inspection, the door

leading into the creche room in the 'Honeysuckle' room was not secured and the key had been left in the lock. This presented a potential hazard to children. As a result, on this occasion, ongoing risk assessments were not as effective as they could be and did not minimise hazards for children. This is a breach of the requirements of the Early Years Foundation Stage and of the requirements of the Childcare Register. However, the staff member demonstrated a good attitude towards children's safety and locked the door, placing the key out of reach. Other risk assessments are effective and ensure all areas children come into contact with are safe. For example, garden areas are maintained well and floor spaces are kept free from tripping hazards. Effective procedures are in place to record accidents and incidents. The manager monitors this information thoroughly to ensure patterns and trends are identified, to prevent future reoccurrence.

This inspection was prioritised after information was received in relation to how children's behaviour was being managed in the nursery. This inspection found that, although children's behaviour is generally well managed, staff deployment and insufficient challenging activities sometimes impacts on the way older children act and behave. This is because monitoring procedures are not sufficiently focussed to identify inconsistencies in staff practice to maintain good quality across the nursery. However, the manager has a generally good overview of the planning and delivery of the educational programmes. Observation, assessment and planning documentation is analysed to make sure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress. The manager maintains a 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. 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. The manager describes confidently how she plans to improve the nursery. She identifies, through consultation with staff, parents and children, areas for improvement. A clear development plan is in place. This shows how actions are identified to overcome weaknesses.

The manager has good knowledge and understanding of working with parents. A number of initiatives have been introduced to ensure parents receive good quality information about their child's day in nursery. For example, 'to and fro' books have been incorporated into practice and parents are encouraged to contribute to this information alongside staff comments. Effective use is made of questionnaires and ongoing daily discussions to gather the views of parents. This ensures comments made are acted upon and enhance practice and provision in the nursery. For example, staff increase the number of nappy changes children receive when parents request this. They record this effectively and documentation clearly shows all children are changed regularly according to their individual needs. This is shared with parents to keep them well informed. Partnerships with external agencies and services are well established and make a strong contribution to meeting children's needs. Information received from services, such as speech and language therapy is well used. This ensures children get the help and support they need to address their individual needs and circumstances.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks, with particular reference to the secure locking of the door into the creche room (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks, with particular reference to the secure locking of the door into the creche room (voluntary part of the Childcare Register).

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	EY445836
Local authority	North Tyneside
Inspection number	948806
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	113
Name of provider	4 Children
Date of previous inspection	21/10/2013
Telephone number	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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Piccadilly Gate
Store St
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M1 2WD

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