

Oranges and Lemons

United Reform Church, 15 21, Broadway, Newcastle Upon Tyne, NE20 9PW

Inspection date

24/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The environment and staff are very friendly and welcoming and provide children with a wide range of stimulating activities and resources. As a result, children are happy, motivated and keen to join in with the activities.
- The manager and staff demonstrate a positive and genuine commitment to developing their practise. This helps to support improvements within the setting and enhances opportunities for children.
- The quality of teaching is good. As a result, children make good progress in their learning and development and develop a broad range of knowledge and skills, which supports their readiness for the next stage in their learning.
- Partnerships with parents are effective in providing for children's individual needs. Transitions to and from the setting are well supported to promote continuity of care and learning.

It is not yet outstanding because

- There is scope to more clearly show how identified next steps in children's learning are used to inform future planning, in order to support children to make optimum progress in their learning and development.
- There is room to strengthen the good partnerships with other settings children attend, so that there is an increased sharing of information about children's individual development to promote a more consistent approach to children's learning.

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 taking place in both of the nursery rooms and the outdoor play area and conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and written feedback.
- The inspector held meetings with the manager and spoke to staff members and children during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Julie Morrison

Full report

Information about the setting

Oranges and Lemons was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the United Reform Church in Ponteland, Northumberland and is managed by a private individual. The nursery serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, two hold early years qualifications at level 2 and one member of staff holds Qualified Teacher Status. Three members of staff are also registered childminders. The nursery opens Monday to Thursday, from 7.30am to 12.30pm and Friday, from 7.30am to 12noon, for 48 weeks of the year. The nursery provides a breakfast club for children who attend the nearby school, from 7.30am to 9am. There are currently 23 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance children's good learning by more clearly showing how identified next steps in children's learning are used to inform future planning
- expand on systems to share information about children's learning and development with other providers of the Early Years Foundation Stage to further support continuity of learning for children who attend more than one setting.

Inspection judgements

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

Children are supported by an experienced staff team, who have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. This means that they can build a strong base on which children can learn. The small and friendly staff team work very closely together, they know children well and this is supported by an effective key person system. Staff work closely with parents from the start, obtaining a wide range of information about children's individual likes, routines and learning. This information is used effectively to assess children's starting points. Ongoing observations of children's learning are linked to the areas of learning and show which developmental bands children are working in and their next steps in learning. This allows the setting to track children's progress and identify any gaps in their development. However, although planning is clearly based on children's interests, it does not show how it has been informed by the identified next steps in children's learning, in order to enhance

children's learning even further. Nevertheless, staff clearly know children well; they talk confidently about their interests and their next steps in learning and plan a good range of challenging and enjoyable experiences for children. As a result, children show high levels of independence, curiosity and confidence in the setting. This supports them to make good progress in their learning and demonstrate the key skills they need in preparation for starting school.

The quality of teaching is good. Children's mathematical skills are enhanced as staff support them to count and recognise numbers. Staff introduce descriptive words, such as big and little, into children's play and support them to understand concepts, such as 'more than'. For example, as children roll balls down tubes, staff ask them, 'how many have you got?' and talk about different sizes. This enables children to begin to understand the language of size. Children have good opportunities to problem solve through access to a wide range of open-ended resources. For example, children remain actively engaged for extended periods of time as they play with different size cartons attached to the outside fence. They enjoy exploring how to pour water from one to the next and how to catch it. This also supports their physical skills as staff model how to screw the lids on and off the bottles. Staff further promote children's language skills throughout their play, for example, they introduce words, such as 'turn and twist' into the activity. Children demonstrate effective characteristics of learning as they think critically and develop new ways of doing things. For example, staff encourage them to think about how they could get more water and what they need to catch it. Children's literacy skills are developing well, for example, they search out the letters of their name written on pebbles. Staff use story time to good effect to extend children's learning. Children engage enthusiastically, talking about what they think might happen next in the story and discussing, for example, why people are dressed in a certain way.

Within the baby room staff support children to make good progress in the prime areas, in order to give them a secure foundation to build on for future learning. For example, they foster babies' physical development as they encourage them to stack blocks, bang pots and pans and use different tools to explore play dough. Staff talk to them constantly, responding effectively to their babbles and repeating words to encourage their early language development. Staff enthuse children of all ages to join in with activities by making them fun and interesting. For example, they march around the garden singing and doing actions to well-known nursery rhymes, such as 'the wheels on the bus'. This is then followed up as staff provide children with a large sheet of paper and crayons and encourage children to 'draw' the actions, for example, 'round and round and up and down'. This effectively promotes children's early mark making and communication skills. The nursery implements good procedures to keep parents informed about their child's learning. For example, parents receive online copies of their child's observations and have access to a learning diary, which keeps them up to date with what their child has been doing. The nursery also sends home regular newsletters, which keeps parents informed about the activities they have planned. In addition, parents are encouraged to write 'shining star' moments about any learning or important information from home. This effective two-way sharing of information results in parents who are very happy at the nursery and who state that 'communication is fantastic' and they 'couldn't be happier'.

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

Children settle very well at the friendly and welcoming nursery because staff are warm, caring and affectionate with them. This is evident as new children remain engaged in activities throughout their time at the nursery and children part from their parents with confidence. For example, on arrival children run excitedly into the nursery, shouting 'let's build something'. This demonstrates that children feel safe and secure in the nursery. The key person system works well and staff work closely with parents to ensure that children have their individual needs met well. For example, they gather important information about children's dietary and medical needs, alongside information about what words they use for their comforters and their preferences for sleep. This is combined with effective settling-in sessions to help children to get to know staff and supports a smooth transition from home into the nursery. Consequently, children's personal, social and emotional development is supported well. High emphasis is placed on supporting children as they move from the nursery to school. Staff invite teachers to visit the nursery and have worked in partnership with other settings to develop a transitions policy. Children's self-care skills are given a high priority at the nursery. For example, older children confidently put on their waterproof clothing to play outside, while younger children receive support and encouragement from staff to try to do this themselves. This further supports children well to be prepared for starting school.

Behaviour is good at the nursery and children show care and concern for one another. For example, children show each other how to open their pieces of cheese at lunchtime and how to put on their wellington boots. Staff use age-appropriate techniques to ensure that children play cooperatively together and understand about acceptable behaviour. Staff provide an interesting and stimulating environment where children play safely. The nursery rooms are welcoming and resources are organised well to enable children to make independent choices about their play. The walls display colourful photographs of children from around the world alongside examples of children's work and numerous photographs of children. This not only helps to raise children's awareness of differences but also promotes their self-esteem and their sense of belonging at the nursery. The outside area is currently being developed, however, children enjoy running around, skipping and have access to a range of open-ended resources, such as, tree stumps, wood and drain pipes, which they use competently.

Children's good health is promoted well in the nursery. Older children confidently use the bathroom and they know that they must wash their hands before eating. Mealtimes provide a friendly, social experience for all children. They sit with staff, who provide support for them if needed and talk to them about what they have been doing today at nursery. Children have good opportunities to develop their independence, for example, staff give babies meaningful praise as they try to feed themselves using a spoon. While older children are supported to use knives to butter their own bread and pour their own drinks. All children have regular opportunities for fresh air, for example, by going for walks or playing in the outdoor area, this further promotes their good health. Children learn about keeping safe through planned activities, such as practising fire drills and discussions about keeping safe on outings.

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

The nursery is well run by a friendly, knowledgeable and enthusiastic management and staff team. Children's safety and welfare are promoted well. The premises are secure and there are robust procedures in place for staff recruitment. Staffs' ongoing suitability and training needs are monitored through supervision sessions, appraisals and peer observations. This means that staff are able to reflect on their practice and develop their skills. In addition, the setting benefits from a staff member with Qualified Teacher Status, who uses their experience to share good practice and introduce new ideas to the staff team, for example, using 'dough discos' to improve children's hand to eye coordination and dexterity in preparation for later handwriting. The manager has a good understanding of her responsibility for meeting the safeguarding and welfare requirements. All required documentation is in place, up to date and well-maintained. In addition, all staff have attended relevant safeguarding training and as such have a secure knowledge of procedures to follow should have a concern about a child in their care. Staff keep accurate records of accidents, medication and first aid treatments administered to children, these further safeguards children.

Partnerships with parents are good. They receive good information about the setting prior to their children starting; this includes key policies and procedures. Further relevant information, such as planning, insurance and complaints information is clearly displayed for parents to see. The manager also sends home relevant general information, which she feels may be useful to parents, such as information about car safety seats. This helps to keep parents informed about keeping their children safe and further promotes positive relationships. The manager is the designated lead for supporting children with special educational needs and/or disabilities and is positive about working with other professionals to support children if required. Relationships with other providers of the Early Years Foundation Stage have been established, for example, they gather information about current topics to avoid repeating activities for children and also pass over important information about children's care needs. Each setting uses a daily book, which includes information about children's activities; however, there is scope to further improve the sharing of information about children's individual learning and development, in order to enhance children's learning.

The manager and staff team have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The educational programme is effectively monitored by the manager as she oversees the planning and the tracking of children's progress to identify any gaps in the provision. Effective systems are in place to carry out 'progress checks for children aged two years'. These are shared with parents and health visitors, which means that any gaps in children's learning are easily identified. Self-evaluation is thorough and takes into account the views of staff, parents and children to identify key areas for development. This information is used effectively to inform the settings personal improvement plan, which highlights key areas for development. In addition, the manager and staff team demonstrate a genuine commitment to working with other professionals and to attending regular training to

improve their understanding of good quality care and learning, which supports children's achievements over time. This demonstrates a positive attitude towards continuous improvement.

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	EY467394
Local authority	Northumberland
Inspection number	934188
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	23
Name of provider	Caroline Jane Bell
Date of previous inspection	not applicable
Telephone number	07872141850

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

