

# TeesActive Ltd Childcare

Thornaby Pavilion, Wrightson House, Thornaby, Stockton-on-Tees, CLEVELAND, TS17 9EW

<b>Inspection date</b>	25/02/2014
Previous inspection date	09/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Teaching is outstanding because staff have high expectations of themselves and children. The excellent use of open-ended questions challenges children's thinking to an optimum level and helps them to make rapid progress in their communication and language skills.
- Staff are extremely attentive and sensitive to children's needs, which helps them to form strong emotional bonds with the adults caring for them. Times of transition are particularly well planned, which ensures continuity of care, learning and development.
- The highly successful partnerships with parents ensure that children's learning and development are given the utmost importance. The superb sharing of information about their progress helps children to learn and develop to an optimum level.
- All staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy in the stimulating environment.

## 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 conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector observed activities in the main playroom.
- The inspector held meetings with the manager of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at children's journals of learning and a range of other documentation, including accident, medication and attendance records.

## Inspector

Vivienne Dempsey

## Full report

### Information about the setting

TeesActive Ltd Childcare was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, in Thornaby, Stockton-on-Tees. The setting serves the local area and is accessible to all children. Staff use the adjoining sports hall, soft play areas and visit the local children's centre outdoor area regularly, so children can take part in physical activity. The nursery employs four members of childcare staff. Of these, all hold appropriate qualifications at level 2 and above. The nursery opens Monday to Friday term time only. Sessions are from 9am until 12pm and 12.45pm until 2.45 pm. There are currently 20 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The setting provides funded early education for two-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- further enhance the already excellent opportunities for children to pursue their interests by, for example, keeping significant activities out instead of routinely tidying them away before snack time.

## Inspection judgements

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

Teaching is outstanding and staff are superb at continually promoting children's learning. They effectively use what they learn on training to improve the environment and resources offered. For instance, they use the information gained at recent schema training to support children's transporting schemas. They have developed resources, such as shopping baskets, lockable cases and bags to enable children to collect and move resources around the setting. Also, in the role play area they provide a wide range of open-ended materials so that children can create their own dressing-up outfits, which helps them to develop their imaginative skills effectively. The environment is extremely well-organised and stimulating. Although the setting does not have direct access to an outdoor area, tremendous effort has gone into ensuring children have a particularly varied range of opportunities to be physical active and to explore the natural environment. For example, they regularly use the large sports hall and soft play area in the adjoining sports facilities. They have developed strong links with the local children's centre enabling children to regularly explore the excellent outdoor facilities. Staff provide appropriate clothing for wet weather and parents are encouraged to provide wellington boots for their child. This enables children to explore the local outdoor environment in all weathers and they have great fun splashing and splodging in muddy puddles. Staff encourage children to develop their understanding of growth and changes over time, as they grow their own

herbs. This encourages children to talk about what they have observed and introduces new vocabulary, such as the different names of the herbs.

The robust monitoring of children's progress through highly effective observations and assessments of their learning ensures that the planning of activities are expertly tailored to the children's individual needs. This ensures the next steps in their learning are promoted effectively through the daily activities and continuous provision. Support for every child is superb and staff work exceptionally well with parents to ensure all children's needs are effectively met. The observation and tracking systems are precise and clearly show how children are achieving their full potential. Their progress is closely monitored by the key person and this means that they have a first class knowledge of the children, which ensures they are supported effectively. There are excellent methods implemented to ensure observations are shared with parents regularly and extensive daily discussions ensure they are fully involved in their child's learning to maximum effect. Parents are actively encouraged to share any learning that takes place at home. Children take home play/book bags to share with their parents to further extend their language and learning to a high level. Information sheets are also given to parents of ideas for activities, such as, water play, dough and playing with bubbles. Summaries of children's learning and the progress check at age two are completed regularly and shared with parents and relevant agencies. This helps to promote children's learning to an optimum level.

Children are extremely confident and highly engaged in activities showing much enthusiasm. For example, they thoroughly enjoy watching the cars move quickly down the ramps and become very excited when the cars reach the bottom. Young children clearly show their awareness for the need to take turns. They stand back after their turn to let the other children have theirs and quickly verbalise to other children if they have jumped the queue. Children are able to access a wide range of books independently and also enjoy sharing stories with staff. Staff are highly skilled in promoting children's thinking through the excellent use of open-ended questions. For example, staff encourage them to talk about what is happening in the story by asking, 'Who do you think is under the flap?' and 'What do you think will happen next?' They give children time to respond and give positive praise for their efforts. This helps to develop children's communication, language and thinking skills extremely well. There is an excellent use of props to facilitate singing time and this ensures children are enthusiastic throughout. They sit and listen with deep concentration, join in with the songs and are able to predict what they need to do next. For example, children wait their turn to use the musical instruments to wake 'Fred' and staff model how to use the newly introduced rain makers. These activities are extended as children take home a copy of the words of the songs so parents can support children's learning at home.

Staff are fully aware that young children's understanding is much greater than their ability to express their thoughts and ideas. They use information gained from relevant training and also work closely with the local speech and language team to support and encourage children's communication and language skills extremely well. They speak clearly and use and repeat single words so children can gradually link the word to its meaning. They reinforce the pronunciation of words and also give children time to repeat words and to encourage and support children to pronounce words correctly. This helps to develop children's early communication, language and literacy skills exceptionally well and ensures

that children have a firm foundation upon which to support their future learning in school.

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

The environment is extremely conducive for children's learning. It is warm and welcoming and the vast range of resources are easily accessible in low-level storage units. The baskets are labelled to support children in making their independent choices. The main playroom has areas of learning, such as, the role play, investigation and book area. Children confidently and safely navigate around the setting, freely choosing how and with what they would like to play. However, on occasion the routine of the session's means most resources are tidied away before snack time, which interrupts children's play, so, at this time, they have fewer opportunities to pursue and explore their ideas. Children have extremely strong bonds with their key person and all staff and, as a result, they are very confident in expressing their needs. Regular visits and the introduction of the key person before children first start at the setting enables them to feel emotionally secure on their first day as they will know familiar staff. This also enables staff to have a more in-depth understanding of the child's individual needs as these are fully discussed with parents during the settling-in process. All required consents are obtained and in-depth information collected on entry enables parents to detail the exact needs of their child so that staff can provide the appropriate care and learning needed. Staff are vigilant in continuing to promote the emotional well-being of children. For example, photographs of children and their families are displayed around the playroom. Staff are extremely proactive in supporting children in their transitions to other settings. They go with the children for their initial visits to the adjacent nursery, this helps to ensure they are emotionally well-prepared for their move to other settings.

Staff are positive role models, who are calm and caring in all their interactions with children. They have an excellent understanding of expectations of children's behaviour, taking account of their individual needs and stage of development. They support children exceedingly well in developing their understanding of differences and caring attitude. Staff recognise and offer praise for their kindness and their very positive behaviour. The key person system is very successful and ensures that children feel secure and safe, enabling them to confidently explore and develop their independence.

Children have an excellent awareness of keeping safe and staff routinely encourage them to consider safety. For example, when staff ask 'Why do you think we can't run around inside?' Children reply, 'Because we might fall over and hurt ourselves'. They are also keen to help mop up spills from the water play so they 'don't slip.' Staff sit with children at snack time and use this opportunity to support children to adopt good table manners and to reinforce the importance of healthy eating. Children have access to physical activities on a daily basis, which further supports their well-being. For example, they thoroughly enjoy using the soft play area and are eager to climb, jump and slide. The premises are extremely clean and very well cared for. All children have access to drinks throughout the day, helping to keep them hydrated. Staff use words, such as, 'germs' and 'clean' to help younger children develop a very good understanding of the importance of good hygiene.

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

Robust safeguarding procedures help to keep children safe. All staff have attended safeguarding training, which results in them having a clear understanding of the action they need to take if they have any concerns about a child in their care. Comprehensive safeguarding policies further support staffs' firm knowledge and there is designated safeguarding officer, who takes the lead role in dealing with any safeguarding issues. There are clear recruitment and vetting procedures in place to check staff suitability, which means children are cared for by staff that are safe and suitable to do so. Extensive risk assessments are carried out on all areas used by children and for outings undertaken. Staff check all areas of the setting daily to help to make sure children remain safe.

The staff are exemplary and work extremely well with parents and other agencies to monitor and promote the educational programmes to an outstanding level. Self-evaluation processes are clear and staff are proactive in meeting the recommendations set at the last inspection. Appraisals and supervisions are highly effective in ensuring practices are exemplary in relation to the educational programmes provided.

The partnership with parents is extremely strong and parents speak highly of the setting and staff. For example, parents state that the setting 'exceeds what I expected, a wonderful setting and would highly recommend it, they provide excellent care and staff are devoted and committed'. A wealth of information is provided for parents through an informative noticeboard, newsletters, parents' meetings and in-depth discussions at drop off and pick up times. This helps to make parents feel welcome and involved. Excellent links with other professionals support continuity in children's learning and development. The setting works closely with the adjoining nursery, local school and a variety of agencies. This ensures continuity in children's care and learning and they experience a smooth transition to other settings.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY357069
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	857517
<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>	24
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Tees Active Ltd
<b>Date of previous inspection</b>	09/07/2009
<b>Telephone number</b>	01642 760 971

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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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