

Childcare Wallsend

Buddle Arts Site, North Road, WALLSEND, Tyne and Wear, NE28 8RH

Inspection date	16/01/2014
Previous inspection date	28/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Staff are very enthusiastic and energetic and ensure that children benefit from a stimulating range of activities and experiences to provide them with opportunities to make good progress in all areas of learning and development.
- Children make good progress in language and communication. This is because staff are very knowledgeable about how to support communication.
- Children form a very good relationship with their key person, they settle very quickly into the setting and staff meet their individual needs extremely well.
- The setting has a very good relationship with parents. Good ongoing communication means that they work together effectively to meet the needs of the children.
- The setting works in partnership with other professionals extremely well. Good communication means that children receive appropriate interventions to enable them to make good progress.

It is not yet outstanding because

- There are occasions during some large group sessions, such as library time, when some children lose interest in the activity. This impacts on the enjoyment of the session.
- There is scope to develop the already very good leadership and management of the setting by ensuring that monitoring focuses on the impact of teaching on 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 conducted an interview with the manager of the setting.
- The inspector carried out a joint observation with the qualified teacher.
- The inspector toured the setting with the deputy manager.
- The inspector held discussions with staff at appropriate times throughout the inspection.
- The inspector took into account feedback from parents.
- The inspector spoke to children and observed play and learning activities.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the practitioners working with the children, the provider's self-evaluation form and improvement plan.

Inspector

Elizabeth Fish

Full report

Information about the setting

Childcare Wallsend is owned and managed by North Tyneside Council. It was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is part of a Children's centre and operates from the Sure Start premises in Wallsend, North Tyneside. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except for bank holidays and two training days. Sessions are from 7.30am until 6pm Monday to Friday. Children attend for a variety of sessions. The nursery employs 25 members of childcare staff, including the manager. Of these, 21 hold appropriate early years qualifications at level 3 or above and two hold level 2. The setting also has support from a qualified teacher and one member of staff holds an early years professional qualification. There are currently 109 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- review the organisation of large group activities, particularly library sessions for three- and four-year-olds, to ensure that all children remain fully engaged and able to enjoy the activities

- develop further the already very good leadership and management to ensure that monitoring focuses on the impact of teaching on children's learning.

Inspection judgements

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

Children make good progress in the nursery because they are well-supported by enthusiastic and knowledgeable staff who have a good awareness of how they can support children's learning and development. They plan stimulating activities for children. For example, babies enjoy sensory activities, such as painting, which capture their interests effectively enabling them to display high levels of concentration. Staff recognise the importance of children learning through purposeful play. They provide a range of interesting and challenging experiences across the seven areas of learning, which are thoughtfully planned to support children's interests. For example, staff put out guttering

and cars to support children who are interested in pushing vehicles. Children's play is skilfully supported by staff who recognise the importance of observing and following children's lead. For example, staff provide further resources, such as guttering, to support children who become fascinated in watching corn flour and water drip through their fingers. Children are engaged for extended periods of time exploring this because they are interested and motivated to learn. Staff also plan a range of times for children to work in larger groups. Children enjoy singing the 'hello' song at meet and greet and older children enjoy 'wake up and shake up.' During these activities children concentrate well. However, there are occasions when large group sessions, such as library time, do not hold all children's attentions and, as a result, some children find it difficult to maintain concentration during these times.

Staff know their children well. Initial observations when children enter the setting, as well as very detailed information from parents, mean that staff quickly build up a very clear picture of each child on entry to the setting. Ongoing observations, which highlight where children are in their learning in relation to the age-related expectations form part of the settings continuous assessments. They use these observations to highlight where children are in their learning and how they can support them further. This information is used to plan for children's individual next steps. Regular and precise assessments help staff to match achievements to the Early Years Foundation Stage. They also carry out speech and language assessments. This means that they can identify any gaps in learning and plan appropriate and timely interventions. As a result, all children in the setting, including those with special educational needs and/or disabilities, make good progress. Parents are kept well-informed about their child's learning. Verbal discussions between the staff and parents at handover times mean that parents are kept well-informed about their children's progress. Staff also use this time to talk to parents about things that their child is working on at the moment and how they can support them further. Parents are clearly very comfortable in the setting as they talk to staff about what they have been doing at home to. As a result, staff can also plan activities to support children's interests from home. Regular parent's evenings mean that parents are kept well-informed about children's progress because they receive a detailed overview of their child's development.

Communication and language is supported effectively in the setting. Staff talk to the children constantly throughout the session and make time to listen to children. Staff in the baby room extend children's language successfully as they repeat and demonstrate simple phrases, such as 'round and round' and 'up and down,' as they explore the paint. As a result, by the end of the session some babies attempt to verbalise those phrases. All staff have received additional training in supporting language development and work effectively with the speech and language therapy team because this has been identified as a key priority. Staff are highly skilled in identifying potential barriers to language development and identifying appropriate interventions to support this development. Staff know when to seek further advice and plan appropriate activities to support the targets from the speech and language therapists. Parents comment that their children have made very good progress in this area. An appropriate emphasis is placed on singing as a means to developing language and children enjoy singing familiar songs and rhymes. Consequently, all children make good and sometimes very good progress in communication and language. Children enjoy books, they seek out adults to read books to them and staff demonstrate a good understanding of how to promote early literacy skills as they point to

the words in the book and point out different characters in the book. Children in the two-year-old room enjoy using puppets and making animal noises to accompany a familiar book. Staff encourage them to look at the pictures and join in with repeated refrains. These skills prepare children effectively for the next stage in their learning. Children also enjoy drawing, painting and cutting. These activities support the development of small muscle skills. Staff ensure children have plenty of access throughout the session to running, climbing and cycling in the garden outside. This means that children develop their large muscle skills. The environment is well-organised to support children to develop their understanding of the world. Children enjoy playing in the water garden and regularly ask to go in there. This provides a calming environment where children can learn about how things work. The setting also has its own allotment on-site. This helps children to understand how things grow and how they can then be used in cooking. Expressive arts are extended well in the setting. Children love singing and younger children demonstrate a good awareness of rhythm as they copy and maintain a steady beat while singing the 'hello' song. Children also enjoy using the blocks to make train tracks and roads or use small world materials, such as dinosaurs, to develop their own story-lines. This ensures that children make good progress in expressive arts and design.

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

Children are very happy and settled in the setting. They have a very good relationship with their key person. Babies watch their key person intently, follow their gaze and copy their facial expressions and moods. Older children seek out their key person and clearly feel more secure when their key person is present. Parents speak very highly of the setting and comment that their children make very good progress. The key person clearly knows individual children well as they talk confidently about their individual likes and dislikes. They follow routines from home effectively and ensure that children have the comfort toys they need to enable them to go to sleep. Staff have developed a very close relationship with the parents too. Parents talk to the staff about things that they are finding difficult in their own personal lives. The setting helps parents to cope with a range of difficulties and provide flexible care to suit the needs of the families. This ensures that children are emotionally secure. Children learn to play alongside other children as they play with dinosaurs or play in the sand. They learn to share the same resources and with the help of supportive adults they begin to understand that other children can use the same resources too. These skills prepare children well for the next stage in their learning. Children learn about health and hygiene as they are reminded to wash hands before snack and meals and after playing outside. Meals provided cater for individual dietary needs well. Children have a range of fresh fruit and vegetables and water is available throughout the day for children to access. Regular outdoor play means that children benefit from fresh air and exercise, they also visit the park. This means that children have plenty of opportunities for climbing, sliding and being active.

Children are cared for in a clean, bright and stimulating environment that supports their overall well-being and care. There is a stimulating outdoor environment too, which is organised to promote the seven areas of learning. The environment, both indoors and outdoors, promotes independence as resources are well-organised, clearly labelled and accessible to children, which means that children are able to select the resources they

require for their activities. Staff encourage independence throughout the session. Children are encouraged to try to do things for themselves as they get out resources themselves or fasten aprons for painting. They also demonstrate their increasing independence as they feed themselves with a spoon or fork. Older children manage their own personal hygiene as they begin to go to the toilet and wash their hands with the support of an adult.

Children develop an awareness of how to keep themselves safe because they practise fire evacuation regularly. They learn how to use resources, such as scissors and knives, safely and with control. Staff also encourage children to take risks within a controlled and safe environment. The nursery has clear rules and routines, which children respond to well. Behaviour is managed effectively using positive expectations. For example, children are reminded to sit down in case they fall. Staff clearly understand children well and recognise when children need time away from the others, with the support of an adult, to help them to cope with the routines of the setting. Children settle into the nursery quickly as staff find out important information, including individual dietary and care needs, likes, dislikes and comfort needs on a detailed care plan. Flexible settling-in is offered prior to starting. This gives children time to get to know the nursery and staff before starting. Children's needs continue to be met well as they move through the different rooms within the setting. This is because the transition from one room to another is managed flexibly according to the needs of the child. For example, some children have shorter visits, while other children, who thrive on routine, spend longer in the room to get to know the room routine. Children also settle into school quickly too. This is because staff have a very good relationship with the local school and they work together to meet the needs of children and their families. An example of this, is when staff arrange for school staff to meet with parents individually in the nursery to support parents who are reluctant to go to school meetings. This demonstrates that staff work extremely hard to ensure the individual needs of the children and, where necessary, parents are met to ensure children settle quickly into their new surroundings.

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

The manager and deputy make an effective team. They have a shared vision, which is to support children's all-round development. They have a good understanding of their responsibilities in meeting the welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The inspection was carried out following concerns received about the safety of the setting in relation to fire safety. At the inspection it was found that the setting were required to carry out some changes to comply with fire regulations. The setting have made the changes required which apply to the nursery and ensure that the premises are safe. In addition, fire safety equipment is checked and evacuations are carried out so all staff are aware of how to keep children safe. The manager, staff and students have a clear understanding of their responsibilities in relation to safeguarding. Staff have recently updated their safeguarding certificates and they know what to do if they had a concern about a child. A current list of contact details is displayed in the setting. Policies and procedures are all very well written and organised and are clearly reflected in the running and organisation of the setting. The manager

ensures staff are familiar with the policies because she ensures they are developed as a team and are known and understood by all staff and parents. There is a rigorous security system for entry to the setting and children and visitors are signed in and out. This is enhanced by daily risk assessments, which ensure all the areas of the setting are checked and hazards identified. There are robust recruitment and induction procedures in place, which ensures that all staff and students have appropriate suitability checks carried out.

Self-evaluation is good because the manager and staff identify what they do well and how they help children learn. They have clear plans for improvement, which are clearly based on the needs of the children. Recent improvements, such as reorganising the rooms for the two-year-old children and babies, have had a positive impact because it means that staff can meet the needs of children more effectively. Staff seek feedback from parents and children and act upon feedback given. This means that the views of parents and children are taken into account when evaluating the provision. Staff have regular supervision meetings where they discuss their strengths and how they could improve the provision. They also have Individual performance reviews where they discuss their targets for the year and any training needs. The setting recognises the importance of professional development and ensures that staff attend training wherever possible. There is also time set aside for staff training days where whole staff training is undertaken. This demonstrates that the setting recognises the importance of ongoing professional development. The manager is currently reviewing procedures for monitoring. She has recently improved procedures for monitoring assessments of children's progress. This has had a very positive impact because she is able to highlight any areas of under achievement. The manager also has systems in place to monitor teaching and learning, such as monitoring planning and assessments and carrying out regular room checks. There is scope, however, to improve these procedures because there are occasional differences in staff practice, particularly outside, when some staff working with the three- and four-year-old children are not as clear about their role in supporting or encouraging risk taking.

Partnerships with parents are good as staff provide a verbal handover at the beginning and end of the day. Termly meetings ensure that parents know how well their child is doing in the setting and how they can support them further. Parents comment that their children are always very happy and settled within the setting and feel that the staff are very committed. They feel that they are kept well-informed about what their child does. Staff work really hard to support the individual needs of families. The setting works extremely well with other professionals, such as health visitors and speech therapists. They communicate regularly with them and follow their advice. For example, they have implemented the 'language pyramid', with the support of the speech therapist. This enables staff to look at different stages of language development and use appropriate intervention strategies to support children in their care. Staff also work extremely hard with local primary schools to enable children to settle into school quickly and easily. They invite schools to visit children in the setting and share detailed transition plans. Sometimes staff visit local schools to. This enables them to share information about children's care and learning. They also work with schools individually to develop strategies to enable less confident parents and children to settle into school quickly and easily.

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	EY281590
Local authority	North Tyneside
Inspection number	946751
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	109
Name of provider	North Tyneside Council
Date of previous inspection	28/03/2012
Telephone number	0191 643 6250

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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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