

# Church View Day Nursery

4 Church View, St Nicholas Hospital, GOSFORTH, Newcastle Upon Tyne, NE3 3XT

## Inspection date

13/02/2014

Previous inspection date

17/03/2011

## The quality and standards of the early years provision

**This inspection:**

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

- The management team and staff have an outstanding knowledge of the Early Years Foundation Stage. They have an excellent understanding of how children learn and use a rich and varied range of inspiring teaching strategies and resources to support children as they make excellent progress towards the early learning goals.
- Secure caring attachments are evident between children and staff who work closely with parents and know children's needs very well. As a consequence, children are independent and active learners, exhibiting very high levels of self-esteem.
- The environment engages children and is stimulating with enriching learning opportunities offered through a varied range of continuous provision areas. Children initiate their own play, share resources and play cooperatively with their peers.
- All staff have an excellent knowledge of safeguarding procedures and the action to take if they have any concerns about children's welfare.
- Comprehensive self-evaluative practice is in place, which consistently identifies areas for further development. Staff are extremely reflective and ensure that ongoing quality improvements are identified and addressed.

## **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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the management team, completed a joint observation with the manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

## **Inspector**

Eileen Grimes

## Full report

### Information about the setting

Church View Day Nursery was registered in 1992 and is on the Early Years Register. It is situated in purpose built premises in the Gosforth area of Newcastle-upon-Tyne. The group serves the local community. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 24 members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including three with Early Years Professional Status and one with Qualified Teacher Status.

The nursery opens Monday to Friday for 51 weeks of the year. The nursery is open from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 81 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children 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:

- enhance the already very good systems for performance management, for example, by using peer observations to highlight and cascade the very best practice in the nursery.

## Inspection judgements

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

Staff are highly effective at meeting the needs of the range of children who attend, including those who speak English as an additional language. Children of all ages settle in extremely well as the familiar framework of daily routines is filled with new and challenging opportunities for learning and development. Excellent teaching, combined with the care staff take to get to know children's starting points, help children to rapidly become happy and confident learners. For example, exceptionally attentive staff quickly recognise and help develop babies' early vocal play and use of first words. They provide a highly stimulating environment and encourage babies to reach, explore and manipulate an extensive range of toys, instruments and books. They enjoy playing peek-a-boo with the staff, make friendships and begin to understand the rich diversity of activities organised by the staff. For example, babies enjoy foot printing with a choice of paints and they giggle as the paint is applied and point for it to be done again and again. Careful preparation from the baby team, makes moves to toddlers smooth and enjoyable. Toddlers move freely, ably choosing from farm animals, construction or creative activities stored in low-level clear sets of drawers. Children already know that batteries are required to make some toys work and turn to nearby staff to help them 'fix' things. Another member of staff

extends a language game with flash cards as children are encouraged to describe the animal on the card and make the sounds. This is extended as staff discuss with children animals at home and in the garden. Staff successfully adapt to children's interests, capturing and enriching children's learning potential so they try and succeed in new skills.

Excellent educational programmes are evident across the nursery. For example, some children show an interest in measuring a tower they have built against the height of the children. They observe that 'this one goes up to your heart, let's build it higher to your chin'. Staff amend their planning accordingly and offer children opportunities for other things to measure as well as introducing the concept of sequencing into the tower building. Staff constantly model the mathematical language of measurement and comparison. Children begin to understand and use terms such as 'tiny', 'bigger' and 'longest'. All children's needs are met as highly reflective staff have clear expectations for children's learning, knowing each child's starting points and readiness to be challenged. The quality of teaching across all age groups of children is highly effective with children making significant progress in all aspects of their learning. As a result, they are gaining a wealth of vital skills to give them the very best foundation upon which to support their future learning. Children of all ages make excellent progress because they are fully engaged by one stimulating learning experience after another. These are prepared or guided by staff who are highly motivated and extremely knowledgeable about the children in their care. All staff record observations of children's achievements during each day. Each child has a key person who brings these observations together in a developmental record and identifies the next steps to nurture, look out for, and celebrate. The key person system is highly effective at liaising with parents formally and informally to share their knowledge of children's progress and interests. Staff and parents discuss written updates and next steps in all areas of learning on a termly basis. These, along with the progress check at age two, focus each of them on children's achievements and any gaps in learning. Consequently, further challenges or interventions occur promptly. The setting has extremely good access to additional expertise and specialist support from across the local area. Quickly addressing any concerns closes gaps in children's experiences and engages any additional support necessary to keep children moving forward. Similarly, children who benefit from an enriched programme of learning continue to flourish through highly stimulating and thought provoking activities.

Parents with older siblings who have made the move from Church View Day Nursery to the local primary school comment on how effective the children's preparation is. They speak highly of the staff working with them and their children and appreciate the systems in place to exchange updates on their children's progress. Parents who collect children from school are also fully engaged in the activities of the nursery. They comment on how exceptionally well they are kept informed and dads who work away from home are kept up-to-date with their progress as the staff scan pictures to them to ensure that they feel part of their child's day. Parents are encouraged to contribute to learning journals and they are keen to talk with staff about activities at home as well as how they have extended children's experiences from nursery to home. This supports continuity in learning as achievements and activities spread enthusiastically across home and nursery.

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

Staff are extremely attentive and caring and make an outstanding contribution to the well-being of the children. The warmth and unabated interest of staff in children's achievements helps children feel valued and confident to explore further afield. They approach trusted adults and initiate conversations, asking them for help or simply sharing something funny with them. This confidence stems from the security of an effective key person system, which firmly embeds knowledge of children's needs, preferences and home routines. Parents with babies and toddlers at the setting find the daily diaries and updates with staff particularly reassuring. Parents of children in the pre-school class comment on their trusting long-term relationships with experienced members of staff. Parents are comfortable in approaching staff should they have any concerns or special requests. The key person system is highly effective and staff meet children's needs exceptionally well on a day-to-day basis. Older children listen respectfully to the guidance of their key person, because they know she balances keeping them safe with exciting challenges that she also has in store from them. As staff talk through their reasoning, children learn to manage risks suitable for their age. For example, children wanting to play with scooters and tricycles know to stand back from the shed door to ensure that all wheels are firmly on the ground before they enthusiastically make their choices. Younger children know to hold the rails when they use the staircase of their indoor playhouse. As staff guide children towards greater responsibilities in taking care of themselves and each other, the children learn increasing levels of self-control and confidence in social situations. Behaviour is good because children are actively engaged in what they are doing, and have established systems and expectations for sharing resources.

The setting's ethos is evident throughout their work with all ages of children. Children thoroughly enjoy playing with their friends in the indoor playhouse. One group acts out their familiar experiences in the kitchen area, while another group explores the dressing-up clothes in the next room. They experiment with different outfits, persisting with fasteners and varying the ways they wear clothing. Imaginative play is greatly enhanced by the space available. The use of the additional room provide staff and children with an area to concentrate where they can more easily hear their friends and are less distracted by larger construction and computer games in the rest of the room. Children are involved and concentrating on their chosen activities for longer periods so they achieve more, especially as staff are always nearby to add in a new idea. The outdoor areas include beds for planting, areas for playing with toys in the mud and space for a new mud kitchen. A large sandpit and 'baby' friendly area is available for the youngest children. A big covered area surrounded by seating provides an inviting place to play and read on rainy days. This is a highly stimulating environment both inside and outdoors. Children of all ages benefit from considerable choice as to where they play, and what stimulates their interests and imaginations. Staff encourage children to resolve their own conflict and model techniques for negotiation and tolerance of each other's view point. This is excellent preparation for children adding on outside activities, new social networks and ultimately getting ready for school.

Staff extensively promote healthy, active ways of life. The cook encourages children to try new foods and think about healthy options. Meals are cooked on site and healthy eating initiatives are constantly being advanced. Staff are scrupulous in following company guidelines in areas, such as hand washing and nappy changing to promote the children's

excellent health. Daily events, such as lunchtime and naptime are very well-organised to meet the needs of the different age groups. Children learn about the importance of daily hygiene. They become increasingly adept at using cutlery and in tidying away their cups and plates. Children eat around small tables to encourage conversations with each other and with staff. Here, children and staff discuss past and potential activities, share ideas and review and evaluate the potential effectiveness of their decisions. Staff are very well-deployed so that children's social and emotional needs are addressed within all aspects of their daily routines and play. As a result, children make exceptional progress across all areas of learning and are emotionally well-prepared for their moves to school.

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

Inspirational leadership, dedicated management and highly effective team working result in an outstanding setting clearly aimed at supporting children to achieve their full potential. The manager and her deputy form a strong robust management team. They have a wealth of experience. They have an open door policy and aim to make themselves available to talk through any concerns parents may have on the doorstep or in the quiet of the office to promote good partnership working. All staff have attended safeguarding training and are confident of the appropriate procedures to follow in the event of concerns about children, or an allegation against a member of staff. Systems to appoint new staff are robust and recruitment and vetting procedures support the nursery's commitment to safeguarding. Excellent induction programmes, regular supervision, appraisals and performance management practices help to ensure that all staff remain suitable to work with young children. Clear behaviour policies and procedures guide staff in how to talk with children and manage children's behaviour across a wide range of situations.

The leadership team have high expectations for their staff and support them accordingly with additional guidance from specialists. The deputy manager holds Early Years Professional Status and moderates all the monitoring and assessment of children's progress. Through a stringent programme to maintain high standards of learning, she ensures that all children make the best possible progress, across all areas of learning. This identifies children with particular strengths or challenges so they receive the additional support they need. Staff also undertake regular training, either in-house or through recognised courses. This increases their knowledge base and extends their practice skills to enhance the outcomes for children even further. However, there is scope to extend the methods used to highlight and cascade the very best practice to other staff, for example, through peer observations. The evaluation of children's learning and welfare occurs routinely to see if there are ways to further improve the nursery. Evaluation of accident and incident forms for all bumps and bruises also occurs frequently to check that parents are aware of what happened, what was done, and by whom, to manage the situation and help protect children's well-being. Careful analysis of the number and type of incidents helps identify trends. Ratios of staff to children are well within the legal requirements and staff are well-deployed and very attentive. All mandatory documentation for the safe management of the nursery is in place and is accurately maintained. For example, there are recently reviewed policies and procedures for behaviour management and induction in the office. All parents receive a summary pack when they join the setting, and the full

range of policies and procedures may be obtained on request. The folder of risk assessments for activities within the nursery and for outings is also comprehensive to keep children safe and available to parents on request. All measures to try and keep children safe, and keep staff focused on their safety are in place and reviewed regularly.

The quality of information for parents is excellent, with plenty of opportunities for parents to enjoy informal as well as more formal feedback on their children's progress. The pre-school works well with the local community, and helps to engage children and parents with various charitable community projects in their location and in developing countries. Staff from the nursery are also actively engaged in many other early years initiatives in their local area. They have excellent professional networks which they use to secure appropriate interventions for children and to help them make smooth moves into school. Parents with older siblings who have already moved to school comment that the children are very well-prepared by the highly nurturing staff the nursery.

### **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>	502256
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	953237
<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>	60
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Paul Sanju Kohli
<b>Date of previous inspection</b>	17/03/2011
<b>Telephone number</b>	0191 284 2222

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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.

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.

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