

Ponteland Childcare

Henry's Hut, Callerton Lane, Ponteland, Newcastle upon Tyne, NE20 9EY

Inspection date	22/01/2014
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

- Parents are welcomed by friendly staff, who are approachable and available to talk to them about their children's progress on a daily basis. This ensures a good level of continuity in children's care and learning.
- Staff members are skilled and clearly understand how to monitor children's progress to help them move on in their learning. This means they plan and provides specific activities to meet the individual needs and interests of children.
- Very good use is made of the learning environment both indoors and outdoors to provide children with good opportunities to discover and learn.
- Children's well-being is successfully supported. They have built up very strong relationships with staff members, therefore, they are happy and feel safe and secure in the friendly and welcoming setting.

It is not yet outstanding because

- There is scope to build further on children's emerging skills and interest in the meaning of familiar words.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the inside and the outside learning environment.
- The inspector conducted a joint observation and held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Anthea Errington

Full report

Information about the setting

Ponteland Childcare opened in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a purpose built building located within the grounds of Ponteland High school, Northumberland. The nursery serves the immediate locality and surrounding areas.

The nursery opens five days a week, from 8am until 6pm, all year round except for bank holidays and for two weeks at Christmas. Children attend for a variety of sessions and have access to an enclosed outdoor play area.

There are currently 47 children in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently nine staff working directly with children, of whom most have an appropriate early years qualification. Six staff have qualifications at level 3 and above, including both managers holding Degrees in Early Years Practice. The nursery receives support from the local authority.

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 literacy skills and recognition of familiar words and letters, for example, by providing an environment rich in print.

Inspection judgements

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

Staff have a very good knowledge and understanding of the prime and specific areas of learning and how children learn through play, therefore, teaching and learning is good. The nursery environment is very well-organised and encourages all children of various abilities to explore and learn independently. Examples of appropriate questions to ask children are attractively displayed around the setting to remind and encourage staff to use these, helping and supporting children to be active in their learning.

Staff welcome children warmly, giving them time to choose and play freely throughout the day. Staff have a good understanding of the educational programmes and have

implemented effective systems for observation, assessment and planning. Children's interests and next steps are effectively used to inform the planning and the provision of resources. For example, children display a great interest in dinosaurs and staff ensure this interest is used further to support their learning, by providing opportunities to socialise and encourage outdoor play. A full and broader picture of each child's development is seen in children's progress records and highlighted in the 'progress check at age two years'. Children's learning journey records and the tracking system clearly show how all children make good progress, including those with special educational needs and/or disabilities. Children with English as an additional language are well supported, specific words of their home languages are known so communication is effective. Children with special educational needs and/or disabilities make good progress from their starting points also, as staff liaise with other professionals to ensure their needs are well met.

Teaching and learning is good throughout the setting and the well-organised environment supports children's learning and independence well. Children display their pleasure as they take part in planned activities alongside child-initiated activities. They make good progress in their language and communication skills because staff skilfully engage in meaningful discussions with them. For example, staff members suggest to children they should have their listening ears ready and ensure that they have eye contact with children as they speak to them. As a result, children listen attentively to them and respond positively towards them. In addition, staff skilfully build on the conversation by introducing new vocabulary, reinforcing words and using open-ended questioning. For example, they invite children to describe the crackers used at snack time and introduce words, such as 'crunchy', to further children's use of language. Children love to sing and clearly recognise well-known songs and nursery rhymes, such as 'hickory dickory dock' and 'sleeping bunnies'. They confidently join in with words, as well as the actions, which also provide them with good opportunities to be active. Early literacy and physical skills are developed as children repeatedly practise their writing. For example, they make lists for their shopping and outdoors they enjoy drawing on the large chalk board displayed in the garden area. However, there is scope to support children even further by increasing the display of familiar words and letters throughout the nursery to support them in their recognition of words and letters. Children have access to a large variety of fiction and non-fiction books, which help them learn about different aspects of life and living.

The outdoor environment is exciting and stimulating and is planned to promote learning in all areas. Children visibly enjoy the freedom to explore and play outdoors, which contributes towards their very good health as they gain increasing control over their bodies. Children display great confidence in their skills as they dress themselves for outdoor play, choosing from the appropriate clothing available for them to use. They discuss with one another how they may need wellington boots, hats and gloves as it is becoming colder outdoors. This provides children with very good opportunities to address their personal care, in addition to understanding how to keep themselves warm in the cold weather. They clearly love outdoor energetic play and thoroughly enjoy engaging in imaginative play, along with staff members. Staff effectively extend children's learning through play. They maintain children's focus on their learning by actively using an effective range of teaching strategies to skilfully support, challenge and extend children's learning. They question children, asking them to 'describe the boat?', 'does it go fast?' Children eagerly respond to their interest in their play describing the boat they have made

as 'having an engine and going very fast'. As a result, children are engaged, involved, concentrate and have a sustained interest in the activity as they invite other children to play along with them.

Children develop an understanding of space and measure and an understanding of problem solving as they work out whether two children will fit into the boat they have created. Children gain confidence in using numbers throughout their play and they are encouraged to count. For example, staff encourage children to count the number of jigsaw pieces they put away in the bag and support them in recognising numbers on the calculators they use. This provides them with good opportunities to develop their early mathematical skills, in addition to using a range technology resources. All of this means that all children are developing the necessary skills in readiness for school.

Very good partnerships with parents and carers are in place and successful strategies engage them in their children's learning both in the nursery and at home. Parents of children with English as an additional language are encouraged to share information about their culture and home language, so that the nursery can support this with all children. The combined approach of gathering and sharing information is very effective. Staff encourage all parents to be involved in their children's learning. For example, they complete daily diaries and make effective use of daily discussions with parents to talk about children's progress. Staff also provide a wide range of information on how learning can be supported at home and ask parents to share their own observations of their children's achievements. Parents comment that they are thrilled that their children are cared for and are supported in their learning by a staff team, who are friendly, welcoming and approachable. They state that they are confident that staff know their children really well and skilfully work alongside them in supporting their children in their overall learning and development.

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

Children are well supported in the nursery by key persons and a staff team, who clearly know children well. This enables children of all ages to form secure emotional attachments and successfully promote their well-being and independence. For example, children are eager to choose what activities they want to take part in throughout the day and are supported in developing their independence as they learn to follow the routines. Parents of children that are new to the setting are encouraged to bring them for regular visits before they start, so that they can become familiar with staff and the setting. This helps children to get to know other children in the group and to settle really well. This helps to ensure a smooth transition from home to the setting. Good ongoing working relationships with local schools also ensure smooth transitions as children continue their education.

Staff have a calm and consistent manner with children, which results in them showing children the best way to behave. Staff are good role models to them and are respectful and kind towards children at all times, resulting in children being happy and content. Staff are efficient and skilful in managing minor disputes, explaining how children must share, take turns and be respectful towards one another. The positive use of praise and

encouragement promotes children's sense of value and boosts their self-esteem. Children engage enthusiastically in physical play, which demonstrates their understanding of keeping themselves healthy. They are developing good hygiene practices as they fully understand they must wash their hands following outdoor play and in preparation for lunch and snacks. Children develop an understanding of healthy eating as they engage in meaningful discussions with staff members at snack time. They discuss how fruit and regular drinks of water and milk will keep them healthy and provide them with lots of energy.

Children explore the environment confidently because the environment inside and outside is safe and well-organised. Children develop an understanding of risk because they are free to explore, investigate areas and experiment. For example, they go with members of staff to inspect outdoor environments before use, which provides them with excellent opportunities to identify and understand any potential risks to them. Timely gentle reminders from staff, such as reminding children not to run indoors, further supports their understanding of keeping themselves and others safe.

There is a wide range of good resources for children to choose from, such as, crafts, a wide variety of books, construction toys and role play items. Outdoors they make use of resources, such as, stepping stones, crates, wheeled vehicles and natural resources, such as, plants, mud and water. As a result, children are actively engaged at all times.

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

The registered provider, managers and staff have a good understanding of the safeguarding and welfare requirements. The environment is checked daily for hazards and robust risk assessments mean children are helped to be kept safe. Secure gates and doors prevent children from accessing restricted areas and procedures for maintaining children's health and safety are strictly adhered to. As a result, children can play and learn in an environment where hazards are minimal and choices are wide. The robust recruitment procedures help to ensure that staff are suitable and confident in their role of working with young children. Staff are vetted through the Disclosure and Barring Service, further helping to keep children safe. They are fully aware of the steps to follow should they have any concerns about children and understand the procedures to take to help keep children safe from harm and abuse. Policies and procedures are adapted to suit the needs of the nursery environment and children attending. They are understood by staff and parents, helping to ensure the safe and efficient management of the nursery.

Thorough, effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make progress in all areas of learning. The managers work directly with children, which enables them to observe them first hand. Staff observe and note children's achievements in a development record, which enables them to plan a suitable range of challenging activities based on children's interests.

The ongoing suitability of staff is monitored through the manager carrying out annual appraisals. This gives staff and the manager a good opportunity to discuss any concerns about performance and any training and development needs. The managers also monitors staff performance on a daily basis while they work alongside them, which results in any concerns about their performance being picked up quickly and addressed. Ongoing staff development ensures that they continually improve their knowledge and understanding of good quality practice.

The management team and staff members have a clear vision for the development of the nursery and are driven by commitment and passion to provide a high quality learning environment. Parents are encouraged to take part in the self-evaluation process through the completion of parental questionnaires, in addition to regular discussions. Children also contribute to the evaluation process and provide drawings of favourite toys and resources they would like. For example, they draw a plan of their ideas for the outdoor area, which include a see-saw and a secret garden. This all provides evidence of a commitment to continually improve the provision to improve the service for children.

Positive, good working relationships have been developed between parents and the setting. This means that their children are fully supported while at the nursery. Parents spoken to at the inspection and written comments supplied by parents are enthusiastic in their support. Relationships with other professionals, such as, speech and language therapists, physiotherapists and health visitors involved with children are firmly established and contribute in supporting children's overall learning and welfare. Good working partnerships have been developed with the local schools to ensure the quality of support offered to children. For example, teachers can visit children in the setting and regular information is shared on a daily basis as children are delivered to and collected from local schools.

The Childcare Register

The requirements for the compulsory 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	EY462938
Local authority	Northumberland
Inspection number	932607
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	47
Name of provider	Ponteland Childcare Limited
Date of previous inspection	not applicable
Telephone number	07790545178

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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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