

Newtown Road Day Nursery

8 Newtown Road, CARLISLE, CA2 7JH

Inspection date

07/04/2014

Previous inspection date

11/10/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 know their children well and plan a wide range of interesting play opportunities and activities, to support the next steps in their learning. As a result, children make good progress in their learning and development in relation to their starting points.
- Children thrive in this warm and welcoming nursery setting through the kind and caring nature shown by their key persons. As a result, children feel emotionally safe and secure through the close bond and secure attachments formed between them and their carers.
- Staff demonstrate a good understanding of their responsibility for safeguarding and protecting children from harm. As a result, children's needs are well catered for and they are kept safe and secure at all times.
- Good relationships are firmly established with parents and carers. This ensures that children's learning, care and welfare needs are effectively met and children are supported in their emotional well-being and their ongoing progress and development.

It is not yet outstanding because

- Sometimes staff do not always make the most of opportunities to ask additional questions to further extend children's learning, thinking and understanding in circle time activities.
- Opportunities for extending children's already good independence, self-help skills and additional learning have not been fully incorporated into their daily mealtime routines.

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 children playing in the baby room and the pre-school room, the conservatory and in the front play area.
- The inspector held a meeting with the owner and manager.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents of the early years children attending the setting, who were spoken to on the day of the inspection and from information included in the setting's own parent survey.
- The inspector looked at children's assessment records, the planning documentation and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Newtown Road Day Nursery opened in 2010 and is one of two privately owned day nurseries belonging to Sedgwick Nurseries Limited. It operates from a converted end terraced town house, next to the Cumberland Infirmary, in Carlisle, Cumbria. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week, from 7.45am to 5.45pm. It is closed on bank holidays and for a week over the Christmas period. Children attend for a variety of sessions. There are two adjoining playrooms on the first floor for the use of children under the age of two years and two adjoining playrooms with a conservatory on the ground floor for children aged two years to five years. All children have access to three secure, connecting outdoor play spaces accessible from the conservatory playroom. There are currently 85 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 12 staff employed at the nursery. Of these 11 staff work directly with children, who all hold an appropriate early years qualification, including the manager who holds Early Years Professional Status. The majority of staff have qualifications at level 3, one has Qualified Teacher Status and one holds a Degree in Primary Education. The nursery also employs a cook. The nursery is a member of the National Day Nurseries Association and receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance ways to build on staffs' confidence and skills in modelling guided interaction by posing carefully framed open-ended questions during activities and exploring what the child is thinking about to help the child to go beyond what they understood before
- enhance the organisation of practical routines, such as at mealtimes, to incorporate additional opportunities to enable children to practise and develop their independence, mathematics and literacy skills even further.

Inspection judgements

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

The nursery staff are effective in meeting the learning needs of children overall. Staff make good use of the whole environment to provide continuous play areas to offer a wide choice of activities for all children. Overall, they support children well by joining in their play and engaging them in conversation. They offer help when required and make

suggestions to encourage children to explore further. As a result, children enjoy themselves and spend sustained periods of time absorbed in their imaginative play. For example, staff explain how children are interested in superheroes and have been for some time. Children dress-up with their shorts over their trousers and become superheroes pretending to spin webs and capture their opponents. During other imaginative play activities staff extend children's learning by suggesting what they would like to eat in the Italian restaurant. Children place toy pizzas on plates for staff to eat and offer them a cup of tea with their meal. Experienced staff act as good role models. They engage children in conversation about activities they have undertaken previously, for example, baking activities. Staff ask children to explain to them how they made cakes, what they need and how to cook them. They link in safety aspects so that children learn how to keep themselves safe. For example, they ask children what they should not touch when baking and children respond the oven. Children play well together. They develop good friendships and this helps create a sense of belonging as children happily play together. Staff have a secure knowledge of how children learn. They are skilled at encouraging children's use of language. For example, they introduce new words and repeat sentences clearly to help children develop good communication skills. However, occasionally less experienced staff are sometimes hesitant and lack confidence in asking open-ended questions that challenge children's thinking and extend their learning, for example, during circle time activities. This slightly reduces opportunities to further extend children's learning.

Staff ensure that children participate in a broad range of activities. For example, children enjoy listening to stories, singing songs and discussing the letter of the week. This gives children the opportunity to develop their communication and language skills linked to letters and sounds. Children use construction sets and puzzles to develop their mathematical skills. They enjoy building with bricks and discuss colour, shapes and sizes with staff using shape stacking toys. Staff provide an exciting range of sensory materials for babies and toddlers, such as textured fabrics and a range of treasure baskets. They also encourage older children to explore natural open-ended materials, such as reclaimed bottles and boxes to build models or to use in their play. The language rich environment contains a wide selection of colourful pictures and visual images of children from other cultures. Although, there are no children with English as an additional language attending the nursery, staff recognise the importance of making all children aware of the difference and diversity of the world around them. They successfully do this by displaying dual language signs in a number of languages throughout the nursery. Children develop their literacy skills by sitting down to look at books either with staff or on their own. Staff introduce a letter of the week and ask children if they know any words beginning with the letter, for example, 'G' and children take turns thinking of words, such as, grandma, granddad and gel. As a result of these and other activities, children are purposefully engaged in their play and make good progress in all areas of their learning and development in relation to their starting points.

Staff skilfully observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of children's individual abilities and recognise their next steps in their development. Staff ask for children's views and display them on the wall and add them to the planning, so that children's interests are successfully used to inform the planning. Staff give a high priority to encouraging parents to play an active part in their children's learning. For example,

parents provide staff with essential information on children's starting points on registering and continue to update their skills seen at home on 'wow' moment labels and in 'my child's learning experiences this month' information sheets. Parents are able to read children's developmental records. They comment that they enjoy discussing their children's progress with their child's key person. Parents of the younger children are provided with a diary, which is completed daily by staff. They are able to read what activities their children have enjoyed and in addition, receive informative newsletters on the local events and nursery activities, including, information on how to continue to help children at home. Staff complete a summary form to record details for the required 'progress check for two-year-old' children. They complete this in partnership with parents and it provides a bigger picture of children's ongoing progress and development.

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

Children settle well in this warm and welcoming nursery because staff are genuinely pleased to see them and greet them warmly on arrival. Staff teach children to hang up their coats while encouraging them to identify their photograph and name to self-register their attendance in the nursery. In addition, children's personal belongings are hung up for their safe keeping and named pockets are available on the wall for children's work and information. Staff build strong relationships with children, parents and carers through the good settling-in procedures. Key persons support individual children and their families well and develop a good understanding of their needs. Children confidently say goodbye to their parents and carers and settle quickly at their chosen activities, chatting happily to staff and their friends. This supports children's emotional well-being. Babies form strong attachments to their key person. The first floor nursery room is warm and well-equipped with low-level and comfortable cosy places for young children to sit and watch, then crawl and learn to walk.

The nursery is well-resourced. The baby room upstairs and the play room downstairs provide for a welcoming learning environment. Children have access to interesting and stimulating outdoor play facilities where they develop their physical skills and explore the natural environment and habitat. They make choices in what they want to play with, knowing that staff are close by to offer support and guidance. Staff act as good role models and are deployed effectively both inside and out to support children's individual needs and play. Children develop the complex skills of sharing and working together. They work cooperatively together to tidy up the resources and have a good awareness of the daily routines. Staff offer children clear guidance and explanations with regards to their behaviour while focusing on the positive and offering rewards for success. Children learn to take turns on the computer and on the bikes when outside. The well-managed routines, which are gently guided by staff and staff's high expectations means children are developing the skills for independence and school readiness. They eagerly help to dress and undress themselves when preparing to go outdoors and see to their personal needs and hygiene routines. However, opportunities for extending the children's already very good self-help skills have not been fully incorporated into all daily routines. For example, encouraging children to prepare their snack, helping to set the tables and by serving themselves at mealtimes. These practical routines are also not as effectively used to

enhance children's mathematical skills and literacy to maximum effect. Children are taught about a healthy lifestyle through the promotion of healthy eating, provision for outdoor play and physical exercise. Staff provide healthy snacks and know about children's individual dietary needs. Older children are taken to the conservatory sink to wash and dry their hands before mealtimes and staff get children to follow the hygiene procedures displayed on the wall. This shows how children learn to follow good hygiene practices. The onsite chef provides freshly prepared home cooked meals which meet children's dietary needs and include cultural requirements. Staff encourage children to play outdoors in all weathers. Children giggle and laugh outside as they splash in the puddles, try to catch the bubbles and ride the wheeled toys on the safety surface. They build towers and obstacle courses with upturned crates and balance, climb and jump off them supported by staff who supervise them at all times. Children learn to look after plants and grow flowers and seasonal vegetables and fruit in pots. They enjoy opportunities to look for insects and mini-beasts under the bark, which contributes to developing their understanding of nature and the world around them. Strong systems are in place for working with the local schools in the area. Teachers are invited into the nursery to help prepare children for the changes in routine and to prepare them for their move to school. Staff take time to talk to the teachers and share with them children's summative reports detailing how well children are progressing. Consequently, children are supported well in readiness for their change in routines and environment and by doing so staff successfully promote children's sense of safety and security and fosters their emotional well-being.

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

The management and staff have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. As a result, there are good systems in place to help safeguard children and protect them from harm. All staff have completed safeguarding training both online and through the local authority. They know precisely what steps to take should they have any concerns about any children in their care. In addition, children's welfare is further safeguarded through the use of written documentation. This is because staff keep accurate records of the attendance for children, staff and visitors, including records of any accidents or medication administered. Robust policies and procedures are in place with regards to recruitment, vetting and the induction of staff. Managers check staff are suitable and continue to remain suitable to work with children. Regular staff meetings, supervision meetings and annual appraisals take place to identify staffs strengths and areas to improve their practice. Training programmes are in place to support staffs ongoing professional development. This impacts on the outcomes for children because staff evaluate what they have learned and implement new initiatives and ideas into the nursery. For example, staff introduced a big number game after attending a session about mathematics, which helps children with their arm movements and number recognition. Senior managers monitor the delivery of the educational programmes and track children's development to identify any emerging gaps in children's learning.

The staff team has carried out a self-evaluation of the strengths of the nursery and the

identification of some areas for improvement. For example, these include developing further the outdoor play facilities and developing staff profile to collate staff personal details, qualifications and a log of their continuous professional development. Therefore, effective self-evaluation helps to improve the quality of provision for children. Staff work with parents and other professionals when required to devise individual education programmes to ensure high levels of support are offered to children before and after formal stages of assessment are initiated. Staff complete thorough risk assessments in all areas used by children and for all outings into the community. Children learn to keep themselves safe as they play outdoors or on large apparatus and they participate in nursery fire drills so that they know what to do in an emergency. Staff are vigilant about children's safety and closely supervise children as they move between the indoor and outdoor environments, up and down stairs and on collection times the front door is monitored by CCTV cameras. The nursery maintains good adult to child ratios to support the ongoing care and welfare of children.

Parents are made to feel welcome in the nursery and staff work closely with parents to meet children's needs. Staff implement a broad range of policies and procedures that are also made available to parents. In addition, parents are invited to tour the nursery and are given substantial information about nursery procedures and the educational programme. Parents spoken to during the inspection stated that they are very happy with the quality of the service provided. They feel that staff are very approachable, supportive and work with them to help their children's development. Parents say that staff are 'fantastic' and that their children are very happy at the nursery. The nursery staff work closely with the local authority advisors and other professionals to improve their practice. Overall, the nursery shows a strong capacity to improve the service they provide to the community.

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	EY406930
Local authority	Cumbria
Inspection number	850787
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	85
Name of provider	Sedgwick Nurseries Limited
Date of previous inspection	11/10/2010
Telephone number	01228 512337

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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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