

2nd Home Childcare

Birtley Osteopathic Clinic, The Croft, Durham Road, Birtley, CHESTER LE STREET, County Durham, DH3 1LY

Inspection date

28/02/2014

Previous inspection date

01/10/2013

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

- Teaching is good because the staff team have a secure knowledge and understanding of how young children learn and develop. They carefully observe and assess children's progress to continually improve their learning.
- Staff are kind and caring, and exchange regular information in respect of individual children's home routines, needs and preferences. As a result, children settle quickly and parents are reassured that their children receive consistency of care.
- Children's welfare and safety are protected because staff demonstrate a good knowledge of child protection procedures. Staff are alert to the possible signs and symptoms of abuse and know what to do should they have any concerns.
- Partnerships with parents are exemplary. The information they provide about their children contributes significantly to the staff's success in accurately planning for and meeting each child's needs. Parents are fully informed about the educational programme, and their active involvement in the parents' committee gives them a very strong voice within the nursery.

It is not yet outstanding because

- There is scope to enhance children's already good early reading and writing skills further during role play activities.
- Opportunities to further develop older children's interest in painting have not been fully exploited.

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 activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of parents' views through discussion and attending a parents' committee meeting, as well as information from the setting's self-evaluation.
- The inspector carried out a joint observation with the nursery manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

2nd Home Childcare was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by a limited company and operates from a separate building located within the grounds of The Croft, in the Birtley area of Gateshead. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 60 children on roll, of whom 58 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.

The nursery employs 13 members of childcare staff, including the manager. Of these, one holds Early Years Professional Status, eight hold early years qualifications at level 3 or above and two hold level 2.

What the setting needs to do to improve further

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

- enhance older children's early reading and writing skills further during role play, for example, by providing them with writing tools, notepads and magazines
- ignite older children's interest in painting and drawing, by providing opportunities for them to select and mix their own colours.

Inspection judgements

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

Staff have a secure understanding of the Early Years Foundation Stage and how children learn, and have high expectations of them all. Consequently, the quality of teaching and learning is good. Staff's approach to planning is based on careful and sensitive listening, observations and reflection, enabling them to give priority to child-initiated, spontaneous play. As a result, all children, including those with special educational and/or disabilities, make good progress in all areas of learning. The precise and purposeful information gained from the observations and assessments also forms the basis of the two-year progress check, which is well established. Children follow their own interests and staff build on this, allowing each child to take the lead role in their learning. Staff regularly evaluate activities and the educational programmes to ensure that they continue to be

effective in supporting children's learning and development. Parents play a vital role in children's ongoing learning. On entry, staff link closely with parents to obtain detailed information about their children's individual abilities. Parents contribute comments in their children's learning journals and share children's achievements they have observed at home. Therefore, children benefit from the consistency of this shared approach.

Children arrive eager and happy to start their day at the nursery. There is lots of laughter and children are actively engaged and interested in the range of activities available to them. Children's communication and language skills are promoted well, with adults supporting children to use and respond to speech effectively. For example, older children demonstrate good social language skills as they search for worms and spiders outside. They talk animatedly to their friends about what they have found and ask questions, provide explanations and listen to the responses of their peers. In addition, staff are skilled at introducing new vocabulary, such as 'vibration', as they explain how the worm moves. Staff working with babies sit on the floor with them, promoting early communication effectively through eye contact, gestures and easily understood conversation. Books are easily accessible to the children and they love to listen to the stories read by staff, while commenting on the pictures they see. Older children build good foundations for early literacy skills through having good opportunities to make marks, study visual signs and symbols, and by recognising their own names. However, there is scope to further develop children's early reading and writing skills by providing pencils, note pads and magazines in the home area. Staff provide good opportunities for children to seek patterns make connections and recognise relationships through working with numbers. Children learn about early calculation as they participate in singing number rhymes. They have good opportunities to build with construction toys, and use sand and water to consider concepts, such as weight, measurement, and capacity, floating and sinking.

Babies and toddlers develop a strong sense of security through close and caring contact with key adults who spend time with them and whom they get to know well. Their all-round development is successfully promoted by activities specially planned or adapted to their needs. For example, the use of natural materials encourage babies' curiosity and toddlers choose what they want to play with, developing longer periods of concentration as they use all their senses. Overall, children enjoy a range of experiences to express their creativity and imagination through their involvement in a range of art and craft activities. For example, toddlers use sponges to dip into paint, while older children use flour to make patterns. However, there is scope to further develop older children's interest in designing their own art, for example, by encouraging them to select and mix their own paint. Visitors to the nursery help to enhance children's experiences. A good example of this is how children are taught Spanish through music, dance and creative activities. Babies learn to crawl and take their first steps within a safe, secure and supportive base, while older children and toddlers have regular opportunities to enjoy outdoor play. Here they benefit from meaningful experiences as they plant and care for flowers and vegetables. They engage in a variety of experiences in which they learn about their natural environment. For example, children build dens and investigate bugs under logs in the garden with magnifying glasses. Toddlers develop their skills at kicking and throwing balls, and they clamber in and out of large cardboard boxes and ride wheeled toys. All of this positively promotes children's outdoor learning and physical development.

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

The nursery provides a calm, homely and relaxed environment in which children play and learn. All children benefit from clear settling-in procedures as time is spent getting to know them, their families and their individual needs from the start of their placement. Staff work closely with parents, offering them the opportunity to stay with their child so that they can be helped to become more confident in their new surroundings. Consequently, children are supported well during the transition from home to nursery, and their feeling of security is continually fostered. Good support is in place for children's transitions, both within the nursery and as they move on to school. Children moving rooms within the nursery visit their new room for short periods prior to the move. This helps them to gradually become familiar with changes in staff, routines and the environment. Staff effectively support older children moving on to school by talking to them about what to expect and introducing more activities that teach them to sit, listen and take turns in their play.

Resources are plentiful, safe and clean and encourage children's natural curiosity as learners. Children of all ages select their own resources, promoting their independence. Children behave well because staff are good role models, demonstrating kind and respectful attitudes towards others. Staff gently reaffirm expected rules of behaviour through the daily routine and offer sensitive support to very young children. This helps all children to understand what is expected of them and to adopt positive attitudes towards themselves and each other. Older children's behaviour is promoted well following a 'traffic light system', where happy or sad faces are placed on the corresponding colours. This is a very visual reminder for children, which is successful in boosting their self-esteem and also gives them the time and scope to modify their own behaviour. At the end of each session those children who have remained on green enjoy what is known as 'sparkle time'. Children become animated and excited as those that have stayed on green are rewarded for their good behaviour with a special activity or treat. This is clearly a highly effective initiative as children respond extremely well, and both staff and parents comment that this has had a very positive impact on children's overall behaviour.

Children's healthy growth and development are fostered well as staff show a clear understanding of the children's individual dietary requirements. Nutritious meals and snacks prepared onsite help to meet children's needs for energy and growth. Mealtimes are social occasions as children sit chatting to their friends and staff, who support younger children as required. Children benefit from a clean and safe environment because staff are conscientious in implementing daily routines and procedures that protect children from harm and from the risk of illness and cross-infection. Older children are managing their self-care skills as they are encouraged to use the toilet independently and put their coats on ready for outdoor play. Children take responsibility for their environment as they help to clear away equipment before mealtimes, and include each other and share activities and toys. This prepares them for the next stage in their learning as they develop skills that will support them in their move to school. Children are encouraged to manage risk in a safe and supportive environment, and this is demonstrated well through their play. For example, older children know that they must wear the safety gloves when playing with the builders bricks outside. Children benefit from access to fresh air and the outdoor

environment throughout the session, which contributes significantly to their health and well-being.

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

Staff are clear about their responsibilities in protecting children from harm. They have a good understanding of how to recognise signs and symptoms of abuse and know the procedures to follow should they have any concerns. Robust recruitment procedures are in place to check staff's initial suitability to work with children and to ensure they know their responsibilities. For example, all staff are vetted, identification is checked, qualifications are seen and references are followed up. Effective risk assessments are in place that ensures all areas which the children access are safe and suitable. Robust systems are in place to ensure staff are deployed effectively, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. Clear policies and procedures are in place to guide staff and inform parents, including a no smoking policy which is strictly adhered to. Staff are encouraged to attend a range of both external and in-service training opportunities to ensure their knowledge and childcare skills are continuously developed. Their progress is further encouraged through regular appraisals and monitoring of their progress. This provides support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's development or well-being.

The owner and the manager of the nursery provide strong leadership for the staff team. They are ambitious, led by example and have high expectations of all staff. The owner is a visible presence in the nursery, and along with the manager routinely observes staff and provides regular feedback on their practice and performance. Staff meetings occur on a regular basis; these provide staff with opportunities to discuss issues and cascade knowledge obtained through attendance at training courses. The provider welcomes support from the local authority and regularly meets with other professionals to exchange ideas and share good practice. The management team ensure that staff are very competent in delivering the learning and development requirements for the Early Years Foundation Stage. For example, observation, assessment and planning documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress.

Partnerships with parents and carers are exemplary. This is because of the highly successful ways the setting works with parents, which they see as being crucial in enabling them to fully support young children's needs. Parents take an active part in their child's learning and are involved in decision making on key matters. For example, active parental involvement is fully promoted through a well-established parents' committee. Communication is excellent and time is spent talking to the parents each day about their child. Regular parent consultations ensure that they are continually aware of their child's progress and are encouraged to make their own contributions. There is an informative noticeboard, giving the parents a wealth of information about the care provided, and they are made fully aware of forthcoming events, themes and topics through newsletters and notices. Parents speak highly of the superb care provided by the committed, caring staff,

who are thoughtful, supportive and very approachable. Comments such as 'I cannot sing their praises highly enough', 'My child is making great progress' and 'Staff really care for the children', clearly demonstrate their happiness with the care and education that the nursery provides. Effective engagement with outside professionals means that all children are fully supported. Regular contact, meetings and visits mean that children receive specialist support when required.

Evaluation is effective in looking at what the nursery does well, but equally in identifying priorities for improvement. Staff, children and parents are all included in this process in order to shape the provision so that it meets the needs of its users. Recommendations raised at the nursery's last inspection have been fully addressed and successfully promote children's welfare and learning. For example, children's enjoyment of books has been developed with the introduction of puppets and objects to enhance storytelling. Staff are very receptive to the advice and support received from the local authority, and readily make any necessary changes to improve their practice. Any changes are reviewed and the impact assessed to ensure that these changes are successful in enhancing the quality of the provision. Staff are motivated and committed to providing the best for children in their care.

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	EY441072
Local authority	Gateshead
Inspection number	952948
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	60
Name of provider	2nd Home Childcare Ltd
Date of previous inspection	01/10/2013
Telephone number	01914 111300

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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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