

Nunthorpe Childrens Day Nursery

The Crescent, Nunthorpe, Middlesbrough, Cleveland, TS7 0JW

Inspection date	10/04/2014
Previous inspection date	06/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 and staff use observations and assessment well to plan for children's next steps in their learning. Consequently, they make good progress in relation to their starting points.
- Children are happy and settled and enjoy coming to nursery. This is because staff value and engage children in what they do to develop their interests and support their individual needs effectively.
- Leadership is clear and strong and is committed to offering high quality provision in a secure environment where children are safeguarded effectively.
- Partnership working with parents is highly valued and promoted well through regular opportunities to share children's progress and stimulating events offered by the nursery.

It is not yet outstanding because

- There is scope to strengthen opportunities for children with special educational needs and/or disabilities to have access to a wider range of natural resources to strengthen their explorative and investigative skills further.

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 talked to the managers, staff, children, parents and local authority advisor.
- The inspector observed the quality of teaching and adult and child interactions indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a sample of children's developmental records.
- The inspector checked staff records including suitability checks, qualifications and training.
- The inspector looked at a range of documentation, including policies and procedures and risk assessments.

Inspector

Nicola Wardropper

Full report

Information about the setting

The Nunthorpe Day Nursery was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Nunthorpe area of Middlesbrough and is managed by the Nunthorpe Nurseries Group. The nursery serves the local area and is accessible to all children. It operates from a single-storey building and there is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The manager holds an early years foundation degree. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 85 children on roll, of whom 64 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- create ways for children with special educational needs and/or disabilities to have access to a wider range of natural resources, such as mud, to investigate and explore.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and as a result, children are well supported in their learning and development. Staff meet with parents before children start in the nursery to complete a baseline assessment. Parents complete an 'All About Me' form about their children's care and learning needs, which staff use to inform care routines and starting points for planning. This helps staff to effectively plan activities relevant to individual children's needs and interests. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. All staff record significant moments in children's learning. As a result, all staff know the children in their care very well and plan well for their next steps. The progress check at age two is fully understood by staff who successfully report on how each child is progressing and share this with parents. Staff routinely track all children's progress and clearly record their achievements. Individual education plans specify specific targets for individual children and are effectively implemented and followed. Subsequently, all children, including those with special educational needs and/or disabilities are making good progress given their starting points and capabilities.

Staff have a good understanding of how young children learn and successfully provide opportunities for children to be active and motivated learners. Babies and toddlers have fun playing with the wide variety of natural resources, promoting their early investigating skills. For example, young children become highly engaged as they enthusiastically explore the rice with their hands and fingers. Older children relish in exploring and investigating a range of natural materials. For example, outdoors they thoroughly enjoy stirring and mixing soil and water in the mud kitchen. However, there is scope to strengthen opportunities for children with special educational needs and/or disabilities to have access to a wider range of natural resources to further develop their investigative and exploratory skills. Children watch with fascination as water pours through the holes of a jug, trying to catch it as it flows out. Staff use effective open-ended questions, such as 'What's happening to the water?' and 'What can you use to catch it?' As a result, children learn to use thinking skills and problem solve. Staff understand and promote babies early communication skills and respond well to their interests. For example, babies wave their hands, showing great excitement as they explore a glitter stick with their mouth and hands. Staff continuously support all children's communication skills well by talking to them about what they are doing and introducing new vocabulary. Staff support children to develop good listening and attention skills through interesting activities. For example, children listen well to instruction as they take turns to guess the object in a 'feely box'. Children have good opportunities to learn about technology and how things work. Older children learn how to work battery operated toys and how to use a computer. Babies and young children become highly engaged as they concentrate on how to press a star to make it 'pop up' on a cause and effect toy. Staff support children's recognition of letters and understanding of print in the environment. Children have good opportunities for making marks by using a variety of resources, such as pencils and chalk. This helps to support early writing skills. Staff effectively develop children's understanding of number, shape and size through everyday activities. This helps children to gain the skills needed for school and the next stage in their learning.

The nursery has built very good relationships with parents and staff are committed to involving parents in their child's learning. Daily diaries and ongoing verbal dialogue ensures information about children's care and learning are shared on a daily basis. This ensures children are kept safe. Parents are very well informed of the progress their child is making and how they can further support their child's learning at home. For example, parents boards, information files and regular newsletters contain an abundance of information about early learning and care advice. Open days, such as 'craft days', give parents good opportunities to engage with their children in their learning. Parents are also involved in their child's learning by contributing home observations on 'interest sheets' to their children's learning records, which they have access to at all times. As a result, children feel settled at the nursery while sharing their experiences from home. Parents are regularly kept up-to-date with their child's progress by receiving regular summary reports on their child's stage of development and the next steps in their learning.

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

The nursery has an effective key person system. Staff meet with parents prior to starting the nursery to gather information about care routines. Transitions to the nursery are carefully planned according to children's needs. Staff know children well and readily respond to their needs and interests. Consequently, children settle quickly and form strong attachments with their key person. Children's emotional well-being is well met as staff are calm, respectful and good role models. Staff continuously praise children's efforts and achievements and for 'having a go'. Children respond positively to this and as a result, children have high self-esteem and are well behaved. Children understand expected rules of behaviour and listen carefully to instruction as staff promote clear and consistent messages. For example, children readily respond when staff ask them to line up to go outside. This shows their understanding of regular routines. Transition in the nursery is well supported. Staff meet to discuss children's progress and care routines and to support settling visits. Transition to schools and other settings are equally well supported. The manager contacts the new school or setting and ensures developmental reports and appropriate information is shared. This ensures children's learning and care needs are effectively met.

Staff provide a stimulating environment for children. Both indoor and outdoor areas are well-resourced with a wide range of good quality equipment, activities and positive interaction, which engages children's interest. Outdoors, children have good opportunities to climb and balance on large equipment. They learn how to manoeuvre wheeled vehicles and how to negotiate space and courses. As a result, children's physical skills are well promoted. A good variety of open-ended resources in the baby room, such as treasure baskets, encourages children to learn through using all their senses. Children can access the outdoor area freely and show they relish being out in the fresh air. Fun opportunities, such as mixing soil and water in the mud kitchen and investigating insects engage older children well and encourage curiosity and investigation through their senses. Children learn about keeping themselves safe as they learn how to evacuate the building in the event of a fire. Children take part in exciting opportunities to extend their physical development and help them learn about the community they live in. For example, children regularly walk to the nearby woods to explore and learn through nature.

Staff support children to develop a range of skills which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they should wash their hands before eating. Mealtimes are sociable occasions where staff sit and support children and encourage conversation. This encourages children to readily talk to each other and as a result, they become confident communicators. Children enjoy a variety of healthy homemade food, which helps them to make healthy choices. Children's self-care and independence skills are well promoted as children collect their own plates and cutlery and help serve their own food. Children are kept safe and their needs met as staff keep a records of each child's dietary needs and allergies before food is served to ensure these are addressed appropriately.

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

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are very well met throughout the nursery as the leadership team have a clear understanding of their responsibilities in meeting these. Children's welfare and well-being are well promoted because staff receive training on safeguarding and are knowledgeable of the procedure to follow in the event of a concern about a child. Robust policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. Robust risk assessments and thorough daily checks of the indoor and outdoor environments ensure that the nursery is safe for the children who attend. Staff deploy themselves effectively to ensure adult to child ratios are maintained efficiently both indoors and outdoors. Detailed records of visitors are maintained and a register of the children's attendance is in place. Staff supervise children well and are alert in ensuring that children stay safe. Thorough recruitment and induction arrangements are in place and all staff have completed thorough background checks. This ensures that staff are suitable to work with children. All staff hold appropriate qualifications and have a clear understanding of their roles and responsibilities. Consequently, children are kept safe and receive high quality learning experiences.

The leadership team have a strong understanding of their responsibilities in meeting the Statutory framework for the Early Years Foundation Stage. Observation, assessment and planning documentation is effectively monitored to make sure it is consistent and displays an accurate understanding of all children's skills, abilities and progress. The leadership team are committed to high quality practice to ensure children achieve the best in their time at the nursery. Monitoring and tracking systems are robust and clearly identify any gaps in children's progress. Consequently, interventions are quickly sought for children who require extra support. The leadership team value their team and ensure they are well supported. As a result, staff are enthusiastic, motivated and their morale is high. The leadership team monitors the quality of teaching and practice by effectively observing staff interactions with children on a daily basis. Staff also benefit from observing each other's practice, which has a positive effect on their confidence and quality of teaching. As a result, areas for staff development are highlighted and staff are supported to develop their practice through training. Regular team meetings help staff to share knowledge and expertise and learn from each other, which ultimately enhances the quality of teaching and learning. Consequently, high standards of care and education are offered within the nursery as a whole. Self-reflective practice has become embedded and takes into account the views of parents, children and other professionals. Strengths and weaknesses are clearly identified to secure continuous improvement and the recommendations from the previous inspection have been met. This shows the nursery has the capacity to improve their already good practice.

Partnerships with other professionals are strong and contribute significantly to children's well-being and development. The nursery has sought support from various external agencies, such as speech and language therapists and local authority advisor, which ensures all children's learning and care needs are well met. As a result, children are kept safe and make good progress in their learning. The manager has effectively developed a system to further develop partnership with local schools, which has improved the quality of information shared. Partnership with parents is very good and staff are committed to involving parents in the nursery. Parents' views are sought and parents have opportunities to complete an annual questionnaire. Staff readily respond to these views. For example,

daily diaries are now in place for parents who request this service. As a result, parents feel valued and listened to. Parents spoken to on the day of inspection state they are happy with how staff have supported to settle. Written correspondence from parents state that how staff have really helped to 'build their child's confidence' and 'prepare them for school'.

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	508281
Local authority	Redcar & Cleveland
Inspection number	869351
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	85
Name of provider	Nunthorpe Nurseries Group Ltd
Date of previous inspection	06/07/2009
Telephone number	01642 322580

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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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