

Ashfield Nursery & ELC

259 Stanhope Road, SOUTH SHIELDS, Tyne and Wear, NE33 4RT

Inspection date	25/04/2014
Previous inspection date	22/05/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 have a good understanding of where children are in their learning and plan motivational activities based on children's individual interests.
- The nursery has a very good relationship with parents. Staff work with parents effectively to support the overall care and learning needs of the children.
- Children learn in a well-organised and stimulating environment, indoors and outdoors. This effectively supports their developing independence.
- Children are very safe in the nursery because there are robust procedures in place to ensure the safety of children at all times.

It is not yet outstanding because

- There are occasions when staff rephrase or answer questions for children without giving them opportunities to put their own thoughts into words.
- There is scope to further strengthen the already good leadership and management of the nursery to ensure monitoring sharply focuses on the impact of teaching on children's learning.

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.

Inspection activities

- The inspector toured the nursery with the deputy manager and observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and talked to staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Elizabeth Fish

Full report

Information about the setting

Ashfield Nursery and ELC is owned and managed by a private company and was registered in 2002 on the Early Years Register. It operates from converted premises in South Shields. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully 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. The nursery employs 11 members of childcare staff, in addition to the manager, cook and domestic staff. Of these, 10 hold appropriate early years qualifications at level 3. There are currently 70 children attending who are in the early years age range. The nursery supports 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:

- strengthen communication and language in the nursery by giving children the time and space to put their thoughts into words before responding and rephrasing the question
- extend the already good leadership and management of the nursery by ensuring monitoring is sharply focused on the impact of teaching on children's learning particularly during group activities.

Inspection judgements

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

Staff in the nursery are enthusiastic about their work. They ensure that children enjoy a range of interesting and challenging experiences across the seven areas of learning. These are thoughtfully planned to support children's interests. For example, staff in the baby room plan activities with sand and tissue paper to support a babies sensory development; while staff in the butterfly room plan activities to develop children's attention skills using farm animal puppets as a starting point to support children's interest in animals. Children are engrossed as they work alongside each other to arrange the animals in different parts of the farm building to go to sleep. Good support by staff help children to understand that all children need to be able to reach the farm house and animal puppets. The activity clearly motivated children as they returned later in the session to repeat the activity. These skills prepare children for the next stage in their learning. All children make good progress in the nursery. There is a strong emphasis on children's learning and staff talk confidently about where children are in their learning and why they have planned different activities. Staff find out a lot of information on entry. This helps them to develop a clear understanding of the needs and interests of the children when they start. They carry out

regular and precise assessments, which are matched to age related expectations. As a result, they have a good understanding of children's achievements and how they can support them further. They work effectively with other agencies to incorporate targets for children with special educational needs and/or disabilities into the planning. The nursery works very hard to develop a good relationship with parents and they use a variety of methods to communicate with parents. Staff share information about children's learning on a weekly basis and detailed verbal feedback keeps parents informed of emerging interests. Parents' evenings are also offered to parents so that they have a detailed picture of where children are in their learning. Parents are encouraged to share information about what their children have been doing at home and a bear that visits children's houses supports this communication effectively.

The nursery places an appropriate emphasis on the development of communication and language. Staff have attended training and this has had a positive impact because they carry out language assessments and promptly identify children who are in need of further support and plan appropriate interventions to support them further. They use language bags to develop the language and communication of children with special educational needs and/or disabilities. Staff also use a range of strategies, such as working at a child's level, maintaining eye contact and using sign language to communicate. In addition, language is generally altered to suit the different needs and stages of the children. For example, staff in the caterpillar room use simple words to comment on what children are doing; while staff working with older children use open ended questions. However, sometimes children are not given the time and space to think about the question or formulate an answer before staff rephrase the question. Staff demonstrate a good understanding of how to support children's play. They observe children and give children the space and time to explore things for themselves. This enables staff to intervene effectively to extend children's interests further. For example, as children enjoy using umbrellas outside, staff extend this effectively by singing rhymes about the rain, which children attempt to join in with. Children's interests are also used as a basis for further learning too. Following an interest in caterpillars, children in the busy bee room enjoy learning about caterpillars and their life cycle by watching live caterpillars grow and develop. They talk confidently about how there are four cocoons and explain with great enthusiasm what will happen to the cocoons. This helps children develop an understanding of the world around them, which is enhanced further as they listen to stories and sing songs about caterpillars.

Staff place a high priority on the development of physical skills. They incorporate the targets from physiotherapists into their everyday activities. Daily opportunities for older children to serve their meals, pour their own drinks and chop up their own snack help children to develop small muscle skills. Opportunities for babies to pick up objects, such as blocks, and explore them by banging them together supports this further. Babies enjoy pulling themselves up and there is space indoors and outdoors for children to develop skills such as walking and running. Older children enjoy balancing along a beam and jumping off the other end. This supports the development of large muscle skills. Mathematics is developed through the daily routine. Staff in the caterpillar room use phrases, such as 'one, two, three jump!' as children jump off the beam. They demonstrate counting with numbers in order as children build with blocks. As a result, young children use numbers one, two and three confidently as they jump. Older children enjoy counting

as they look at pictures in books and confidently talk about the different quantities they can see. This helps the children make good progress in mathematics.

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

Children are very happy and settled in the nursery. Staff are very caring and recognise the needs of individual children effectively. Parents comment that their children love coming and often do not want to leave. This demonstrates that children are emotionally secure in the nursery. Children have a very good relationship with their key person who demonstrates a secure understanding of children's individual needs. Children settle into the nursery quickly. Staff find out important information, including children's interests and their individual care needs. Children attend for sessions with their parents before starting and then additional support is given to help children to settle into the routines of the nursery. Staff follow routines from home effectively, particularly with younger children and as a result, children's individual needs are met effectively. There is also a well thought out settling in programme to support children as they move through the different rooms in the nursery.

Children play in a stimulating and well-organised environment both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. Resources are easily accessible; this enables children to select their own resources independently. For example, young children access pens and paper outside as they choose to draw, while other children enjoy dressing up, choosing their favourite costumes. Independence is encouraged throughout the routines as children are encouraged to serve themselves at mealtimes and older children prepare their own snack. In addition, children help to get on their own wellington boots for outdoor play and some children attempt to put on waterproof suits. This ensures that children are well prepared for school. The outdoor environment is open throughout the session and children are able to choose whether they wish to play indoors or outdoors. They enjoy playing in the sand or pushing the pushchairs around. Children have access to balancing and climbing equipment outside, which means that children have plenty of fresh air and exercise. Children learn about healthy lifestyles and demonstrate a good understanding of health and hygiene as they wash hands before snacks and meals. A healthy lifestyle is promoted as children enjoy a balanced diet with plenty of fresh fruit and vegetables. Milk or water is offered regularly throughout the session. A daily diary keeps parents informed of how much their child has eaten that day.

Children have a good awareness of how to keep themselves safe as they learn how to leave the building in an emergency because they practise fire evacuation regularly. They learn how to line up when getting ready to go into the cloakroom or to go outside. Staff also help children to learn how to use tools, such as knives and forks safely. Children behave well in the nursery. The nursery has a clear policy for dealing with unwanted behaviour, which all staff understand and use. Children are supported in the nursery to learn acceptable behaviour and staff work with parents individually to support behaviour management. Children learn to play alongside other children; they ask for resources and ask to join in games. Consequently, they play well with others and develop skills to support them in their learning.

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

The manager has a good understanding of her responsibilities in meeting the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. The manager, staff and students have a clear understanding of their responsibilities in relation to safeguarding. They have updated their safeguarding training and they know what to do if they had a concern about a child. A current list of contact details is displayed in the nursery to support this process. Policies and procedures are all very well written and organised and are clearly reflected in the running and organisation of the nursery. The manager ensures staff are familiar with the policies because she ensures they are developed as a team and are known and understood by all staff and parents. There is a rigorous security system for entry to the nursery and children and visitors are signed in and out. This is enhanced by daily risk assessments, which ensure all the areas of the nursery are checked and hazards identified. There are robust recruitment and induction procedures in place and all staff and students have appropriate suitability checks carried out.

Self-evaluation is good because the manager and her staff identify what they do well and how they help children learn. They have a detailed action plan with clear priorities for improvement, which takes into account the views of parents and children. They welcome the support from the local authority and act on the advice given. This support has helped them to address the actions from the last inspection and children are now well supervised and staff have a clear understanding of children's learning and how they can develop this further. This means that the nursery has a good capacity to improve. The manager has a good overview of the nursery. She carries out regular supervision meetings with staff where they discuss their strengths and highlight individual training needs, in particular those linked to the improvement plan of the nursery. Staff have undertaken a range of training lately, including additional training on the learning and development requirements. The nursery also places a high priority on professional development and supports staff to obtain further professional qualifications. The manager monitors the children's assessments staff complete so that she can highlight any gaps in achievement and plan appropriate interventions. In addition, she observes staff regularly and monitors the quality of teaching and learning through ongoing observations and monitoring. However, there is scope to review the current system, particularly in relation to the monitoring of group activities.

Partnerships with parents are very good as staff do a verbal handover at the beginning and end of the day and a weekly diary is sent home informing parents of children's learning. Parents comment that their children are very happy in the nursery and they know what their children have been doing because they take home weekly diaries and look at children's learning records. The nursery has a good relationship with the staff in school and the nursery classes which children attend. They discuss what children have been doing as they pick up or drop off children and staff from school are invited into the nursery to meet children and find out about their learning and development. The nursery has a good relationship with health professionals, such as speech therapists and physiotherapists. This means that staff can plan appropriate interventions to support

children with special education needs and/or disabilities. They contribute to a variety of meetings and support children effectively to work towards their individual targets. This demonstrates the nursery's commitment to working with other professionals to support the children in their nursery.

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	EY217674
Local authority	South Tyneside
Inspection number	925485
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	70
Name of provider	Ashfield Nursery And Early Learning Centre Limited
Date of previous inspection	22/05/2013
Telephone number	0191 4550777

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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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