

# White Mere Childcare

White Mere Community Primary School, Leam Lane, Gateshead, NE10 8BA

<b>Inspection date</b>	24/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Planning is very effective and clearly follows children's interests and learning needs. A good range of adult-led and child-initiated experiences and activities are offered. Therefore, children make good progress in their learning with effective teaching.
- Children develop very good communication, language and literacy skills and they use real resources to express themselves and use their imaginations. Consequently, they are developing well in these areas.
- Children are effectively safeguarded and their behaviour is good. They feel secure and are happy and confident. This is due to staff adhering to effective policies and providing a safe and stimulating environment for children.
- The staff team and management work together very well. Clear targets and plans for improvement are in place, which means that the nursery is continuing to develop, benefitting children's care and learning.

### It is not yet outstanding because

- Arrival and collection routines do not always allow parents sufficient time to exchange information with their child's key person. Therefore, occasionally, communication does not always fully support children's learning.
- Staff deployment at the beginning of the day for welcome time does not always fully consider the emotional impact on children when familiar members of staff are not available.

## 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 held a meeting with the nominated person and spoke to staff, the manager, a supply staff member and some parents throughout the inspection.
- The inspector interacted and spoke with children during their activities.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector did a tour of the premises and observed activities and routines in the nursery room and the outdoor area.
- The inspector looked at a sample of documentation including, children's learning journals, key policies, assessments and records.

## Inspector

Shirley Peart

## Full report

### Information about the setting

White Mere Childcare was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the grounds of White Mere Primary School in Gateshead and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The nursery employs three members of childcare staff. Of these, two hold qualifications at level 3 and the manager holds Qualified Teacher Status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 33 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- strengthen the engagement and communication with parents further by ensuring that all parents know who their child's key person is and reviewing collection and drop-off procedures so that parents have sufficient time to chat with the manager or key person
  
- enhance the arrival procedures by ensuring that a familiar member of staff or key person is available to consistently support children and to welcome them into the group.

## Inspection judgements

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

Activities are well planned with a clear focus and learning intention. Within the 'Changes' topic staff incorporate children's interests. For example, staff introduce items, such as the wooden butterflies for children to thread, because they noticed that some children were curious about their shoelaces. Themes and topics continue throughout the seven areas of learning, as children explore life cycles. They use a range of art, craft, stories and jigsaws, decorate their 'butterfly' and listen to familiar stories about caterpillars. The staff change the play areas, such as the role play, to support children's interests, for example, they make this into a 'baby clinic'. This helps children to learn about changes, such as how much they have grown and to help them cope with real-life situations, such as the arrival of a new baby into their family. The recent dinosaur theme was popular as children painted pictures of dinosaurs, brought in their dinosaur figures from home, and can easily remember their 'dinosaur' name. For example, they remember how they joined their own names to the name of a dinosaur to make new words. This demonstrates an interest in

the formation of words and language and shows that children are developing good skills in these areas, which helps to prepare them for school. Individual learning journals are completed, which hold examples of children's work, photographs and captions of what they can do. These are linked to the seven areas of learning to show how children make progress. Simple development trackers are completed, which ensures that staff assess children's progress and identify any gaps in learning. This means that staff target support where it is needed.

Staff display key questions around the nursery to prompt staff, so that children's communication and language is successfully promoted. They also send out the current topic and key questions to parents for them to use at home with their children. The two way nursery 'daily diary' book also gives parents regular opportunities to add their comments about what their children do at home. Regular parents' evenings are planned, which gives them appropriate opportunities to share what they know about their children's development. However, the organisation during arrival and collection times does not sufficiently support engagement and communication with parents. For example, some parents do not know who their child's key person is and they do not always have sufficient time to chat with the manager or their key person at these times. The quality of teaching is good. Staff are well organised and deployed during activities to make sure that children's ages and stages of learning and development are well supported. For example, the manager takes responsibility for the three- and four-year olds.

Another staff member, who has extensive experience working with younger children, is the key person for two-year-olds. She supports children's learning extremely well as she reads a short puppet version of a familiar story so that children listen attentively. She reads in a lively voice, gives the children lots of eye contact, shows them pictures and wiggles the finger puppet through the holes in the book. She points out numbers and colours in sequence and simplifies and adapts the story further, which makes more sense to younger children. For example, she says, 'purple plums' instead of 'tart plums'. Therefore, children's attention is held as they join in enthusiastically and repeat colours and numbers correctly. This promotes their language and listening skills and mathematical development very well so that they are ready for the next steps in their learning. Three- and four-year-olds are confident and articulate. They use a range of pretend items to express their creativity and imagination, including real equipment, such as, stethoscopes, oxygen masks, plastic syringes, dressings, bandages and surgical face masks, and they dress up in nurses and doctors outfits. They initiate their own play successfully as one child pretends to be ill and the others care for him. They get him blankets and a cushion and help to treat him to make him better. Staff are effectively involved in this play and learning as they ask open-ended questions that make children think and respond. Therefore, children tell the staff what's wrong with their 'patient' and how they are going to help him. This demonstrates that children are making very good progress in their communication, language and social skills.

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

Children play in a warm, welcoming and stimulating environment that meets their overall needs. Staff talk to children about being healthy when they have their snack, for example,

they explain why milk is good for them. Children get plenty of fresh air and exercise. During warmer weather, plans ensure that they will have free-flow to the outdoor classroom and play area. During colder weather this is monitored so that children still get daily outdoor play, but are protected from extreme weather conditions. Children love to be outside and child-initiated play ensures that they have good opportunities to develop their physical skills. For example, they ride on balance bikes competently, draw with chalks on the ground, use pens on the white board, play games and use hoops and balls, which aids their enjoyment and helps to develop key skills. However, when adults initiate play and games and provide more interaction, children become much more animated and interested. For example, when they bring out the poles, large pegs and covers to make tents, all children eagerly take part.

Children's behaviour is good. Minor conflicts are dealt with quickly and sensitively to ensure that children learn right from wrong and are helped to understand what may have been a deliberate act or an accident. Staff give explanations and listen to children's accounts and encourage them to say sorry, if needed. This helps children to consider the needs of others and act responsibly. Children are helpful and are encouraged to be independent. They happily sing a rhyme as they tidy away the toys. The older children use the bathrooms by themselves and they give out the milk at snack time. All children are encouraged to put on their own coats and older children are encouraged to have a go at fastening them up. This promotes their self-help skills and prepares them well for school.

The key person system is beginning to be embedded into practice well. For example, staff skills are used effectively to meet the needs and ages and stages of children's development. However, on arrival the attention given to some children does not always support their individual personal and emotional needs. For example, on the day of the inspection there was not a familiar member of staff or key person readily available to sit with children in the reading corner to welcome them into the group. Children, however do have good relationships with staff. They approach them easily and make their needs known. They run to them and are given natural, warm cuddles and appropriate affection throughout the session. They receive lots of eye contact and staff are always down at the children's level, which provides good support and interaction. Consequently, children feel safe and secure. Children are sensitively helped to cope with the move from home to nursery and from the nursery into reception class. For example, settling-in periods are flexible to meet the needs of the child and family. Parents complete, 'All about me' information, which helps staff to establish children's starting points, likes and interests. Older children, who are getting ready to move up, spend some time with the reception class children for various activities and games. This ensures a smooth transition which meets children's overall emotional needs.

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

The manager has a good understanding of the Statutory framework for the Early Years Foundation Stage and she works closely with the reception class teacher to implement this in practice. The manager's qualification means that she has a good knowledge of teaching and learning strategies to help children make progress. They meet regularly to discuss the

planning and review children's development, which provides consistency for children across the early years provision. Staff have a secure knowledge of safeguarding and what to do if they have concerns over a child's care or welfare, and the manager knows where to seek further advice and guidance. The child protection and behaviour management policies are good and provide staff with clear guidance on what to do if they are worried about a child's behaviour or welfare. This ensures that children remain safe and their individual needs are met. Staff are vetted and recruited in line with requirements and follow a clear training plan that meets their individual needs. Consequently, children are cared for by competent staff.

The nursery has not been operating for long, therefore self-evaluation is in the early stages, however, strengths are identified and there are clear priorities for improvement. These include altering the premises to provide a specific room for two-year-olds, developing the educational provision for information and communication technology and the outdoor area. One of their key priorities is aiming to work more effectively with parents. This ensures that children's achievement and learning is supported through clear, targeted action plans.

There are effective systems for performance management. The headteacher and reception class teacher have a clear presence. They regularly spend time in the nursery room, so that they get to know the staff and children well. They take overall responsibility for the organisation of the nursery and follow the same performance management system used in school. The manager and reception class teacher hold weekly meetings and have time out of the classrooms to discuss the children and provision overall. Clear agendas are in place and used effectively, for example, for one-to-one training and coaching sessions. Parents are generally pleased with the provision, and policies and procedures of the nursery, including how to complain, are shared with them when their child starts and on an ongoing basis. They state that their children are making good progress, for example, they have noticed that their children's speech and concentration are improving. They feel that one of the strengths of the nursery is how the staff help to settle their children in. There are currently no children on roll with special educational needs and/or disabilities or who speak English as an additional language. However, the manager is aware of how to access external services as necessary to ensure that children receive targeted support.

### **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

<b>Unique reference number</b>	EY467196
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	955728
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of provider</b>	White Mere Childcare
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0191 433 4004

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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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