

# The Co-operative Childcare Newburn

Newburn Riverside, Kingfisher Boulevard, NEWCASTLE-UPON-TYNE, NE15 8NZ

<b>Inspection date</b>	16/05/2014
Previous inspection date	01/12/2008

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

- Children make good progress as they happily engage in purposeful learning experiences delivered through inside and outside play. Planned activities take into account children's next steps for learning, building on their prior skills and knowledge.
- Partnerships with parents, other agencies and local schools are good. This ensures children receive appropriate help and they are well supported in their transitions within the nursery and on to other settings, including school.
- Children are safe in the nursery due to the robust approach taken by the team towards safeguarding. This means that all aspects of children's well-being are promoted well.
- Leadership and management is good. The staff team work effectively together to ensure that the children receive a good quality early years education.

### It is not yet outstanding because

- There is scope to extend further the opportunities for children's learning by enhancing the range of resources and use of open-ended questions, to encourage children to develop thinking and reasoning skills.
- Opportunities for children to have free access to the outdoor provision are not always fully maximised. Therefore, children are not always able to make independent choices in their play environment.

## 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 viewed all areas of the premises and equipment and observed activities in the playroom and the outside play areas.  
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.  
The inspector held meetings with the management team, completed a joint
- observation with the deputy manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

The Co-operative Childcare Newburn was registered in 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose-built building in the Newburn area of Newcastle-upon-Tyne. The group serves the local community. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs 22 members of childcare staff. Most hold appropriate early years qualifications at level 3, including two with Early Years Degrees. The nursery opens Monday to Friday for 52 weeks of the year and is open from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 124 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- extend further opportunities for children's learning by enhancing the range of resources and the use of open-ended questioning, to encourage children to develop thinking and reasoning skills
- develop further the arrangements for children to have free access to outdoor play at all times, in order to maximise opportunities for children to make independent decisions about where they wish to play.

## Inspection judgements

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

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is consistently good through the knowledgeable and experienced staff who have a secure understanding of how to promote children's learning and development through the prime and specific areas of learning. Children have great fun in the well-resourced, indoor and outdoor environments. The staff consistently use effective teaching strategies to support children's good learning, which prepares them well for starting school. For example, staff plan interesting, hands-on learning experiences, which not only follow children's interests but also build on their prior skills and knowledge. This is because records of children's achievements and observational assessments are used to identify and plan for individual children's next steps for learning. Parents are also involved in assessment and planning processes, enabling them to be part of their child's ongoing learning and development. Children's progress files are regularly shared with them, which provide detailed

information on each child's progress. Parents are encouraged to contribute to this process by sharing information relating to their child's interests and achievements from home. The managers and the deputy manager are effective role models and they continually model good practice and support the team in providing good quality learning opportunities for the children. The progress check for children between the ages of two and three years is successfully completed and any gaps in their progress is quickly identified and sensitively shared with parents. Individual educational plans are in place to support children with special educational needs and/or disabilities and narrow any gaps in learning. Also, close links with outside agencies further support their development. This results in all children benefiting from good learning experiences throughout the nursery.

Children are happy and settled in this purposeful environment. Babies delight in their exploration of paint as they experiment with making marks on the paper with their fingers and using equipment that makes sounds. They are engrossed as they happily explore cornflour and water mixture called 'gloop', alongside supportive staff, who also use actions and singing to support the children. Throughout the nursery, staff support children's use of language well, by providing commentaries and naming everyday objects and routines. Older children enjoy story time with their favourite characters and props to further support their communication and literacy skills. However, there is scope to enhance opportunities for older children to extend their thinking and problem-solving skills, for example, by staff supplying additional resources, such as magnifying glasses and through the use of more open-ended questions. Younger children enjoy songs and rhymes and are beginning to join in with actions. Staff use their knowledge of children to extend story times. They talk with children about how they travel to nursery and this helps children to gain an awareness of their environment and provides a link with home. Older children join in with conversations about how to keep themselves safe as staff use stories to prompt group discussions.

Children are well supported in their play. Indoors and outdoors, they have designated areas where they enjoy playing with a developmentally appropriate range of toys and resources. A selection of natural resources is provided that allows young children to learn through their senses and explore objects using their hands and mouths. The children relate well to their peers and the staff. Children confidently try the activities on offer. For example, children are involved in exploring dough and creative activities, and staff provide each child with time and support to explore and experiment. As a result, the younger children are actively engaged and have opportunities to explore texture and malleable materials. They enjoy free play as they move between the resources and activities with staff support to enhance their learning and development. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know really well. The key person works with children in small groups, as they complete focused activities. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as moving rooms or when they start school. Children who speak English as an additional language are supported well and displays are colourful and have images of children and languages from around the world, promoting inclusion and the diversity of society. Staff encourage children to engage in number work and simple mathematics. Children are provided with the opportunity to explore the properties of

magnetic construction resources, placing them in towers as they start to understand about size, space and measure. They learn about successful ways to stack objects and soon begin to recognise that a larger tower is not secure. Staff encourage them to count as they make their towers higher, teaching children about number, order and value. This means that children are increasingly able to use their mathematical knowledge to independently count. Children enjoy a wide range of experiences, such as role play and den making that encourage their imaginations and creativity. Children enjoy creating their own patterns with the brushes and chalks, promoting early writing skills in all areas of the nursery.

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

All staff and key persons know the children and their families well and effectively support each child's personal, social and emotional needs. Children develop secure emotional attachments, which enables them to leave their parents confidently as they enter the nursery. The key-person system works well and good information is gathered from parents to ensure their child's individual needs are met. Effective support continues as children move to the next room due to well-organised transitions. Similarly, children are emotionally well prepared by staff to move on to school. The provider invites teachers to visit the nursery and requests visits to the schools to which children are moving, in order to support children in readiness for their transition. The nursery prepares a summative report of children's achievements before they start school, which has been well received by school and parents. Staff organise space and resources to create a stimulating and clean environment in which children develop strong self-help skills. For example, children access a wide range of resources and easily help themselves to toys or drinks of water when thirsty.

Meal times are relaxed and sociable occasions. Staff promote children's developing independence and self-care skills well. For example, younger children competently feed themselves and older serve their own food. Afterwards, they stack their used plates and dishes on the bench. Children are willing to try to put on their own coats with staff nearby, who they know they can ask for assistance if they need to. Children develop a good understanding of healthy lifestyles as they enjoy experiences based around the teaching of health and the benefits of physical exercise. The nursery's cook prepares the food daily and works closely with the staff to ensure dietary requirements are met. Staff are fully aware of each child's individual health and dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately.

Daily routines for hand washing before meals and after playing outdoors are securely embedded and undertaken independently by older children. Rigorous records and procedures are in place for the administration of medication. Nappies are changed in a manner, which ensures that children have privacy and all nappy changes are recorded. Staff understand the need to be vigilant and children are changed promptly. Children gain an understanding of the need for physical exercise as part of a healthy lifestyle. Babies are encouraged to crawl and explore their surroundings to learn about the world. Older children exercise and develop good coordination as they move in different ways and join in action songs at daily sessions. Older children rapidly improve in physical ability and

confidence as they use a range of outdoor equipment. They successfully extend their physical capabilities as they manoeuvre obstacles with wheeled toys and they learn to climb, balance and crawl on the permanent fixed equipment. However, there is scope to enhance opportunities for children to access the outdoor play area, for example, by opening doors at all times of the day so that children can make more independent choices about where they wish to play. Children are also beginning to manage small risks and develop an awareness of personal safety in the outdoor activities. Children confidently approach visitors and involve them in their play, which demonstrates they feel safe and self-assured. Staff use stories and photographs to help young children learn about a range of different emotions. Photographs of children playing in the nursery and their artwork are displayed at a low level, providing children with a strong sense of belonging. Staffs' calm and polite manner sets a good example to children. Children behave well and are beginning to display polite, courteous behaviour.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach and practice, and are reviewed regularly. The management team operate clear recruitment, vetting and induction procedures to ensure the suitability of all staff working with children and regularly review staffs' continued suitability. Staff are highly aware of their responsibilities in protecting the children within their care and receive regular safeguarding training from the manager to ensure their knowledge is maintained. Children's health and safety is maintained as they play in a clean, well-maintained and secure nursery. Staff implement clear health and hygiene routines to minimise the risk of cross-infection. The manager and experienced staff in each room ensure adult-to-child ratios are always met and staff are deployed well, resulting in children being constantly supervised by qualified staff. Risk assessments are conducted on all areas children use, both indoors and outdoors, to ensure potential hazards are identified, minimised and removed. Good procedures are in place for dealing with any accidents or incidents, and staff hold relevant first aid training qualifications. The manager and deputy at the nursery address any concerns or complaints brought to their attention appropriately and they conduct thorough investigations into all issues raised.

The nursery is managed well. The management team oversees the staff team to ensure all requirements of the Early Years Foundation Stage are met. Planning, teaching and children's files are monitored to ensure high level interactions and evidence is recorded. The management team continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. Staff supervision and appraisals are well embedded and are a regular process in the nursery, which are used to identify strengths, training and improve practice. All training is evaluated and management analyse the impact of training on the practice.

Partnership working with parents, carers, other providers and agencies is good. This

supports the inclusion of all children. The nursery actively works with parents and outside agencies, sharing and exchanging information to ensure children's specific health care needs are met and to provide support for children with special educational needs and/or disabilities. This ensures children make good progress, given their starting points. Parents receive clear information about the nursery and their children's daily care routines and progress. Information is constantly exchanged verbally and visually through noticeboard displays, newsletters and e-mails. Parents' views are sought through questionnaires, surveys and open evenings. Information gained is much valued, used and taken into account within the self-evaluation process. Parents confirm they are happy with the nursery. They comment about the dedication of the staff, including their commitment to their role and understanding of each child's development, needs and interests.

### **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>	EY295684
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	971723
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	108
<b>Number of children on roll</b>	124
<b>Name of provider</b>	Places For Children Ltd
<b>Date of previous inspection</b>	01/12/2008
<b>Telephone number</b>	0191 2645030

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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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