

Zone 4 Kids

Whitley Lodge First School, Claremont Road, Whitley Bay, TYNE AND WEAR, NE26 3TX

Inspection date

28/07/2014

Previous inspection date

27/02/2009

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	1
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

- The quality of teaching is consistently good and some is outstanding. Staff interact skilfully with children to enhance their learning, therefore supporting them to make good or better progress.
- The manager places a strong emphasis on supporting her staff team. Ongoing support, coaching and training is provided, which enables all staff to further develop their already good practice and supports children's achievements over time.
- Children's welfare and well-being are exceptionally well promoted in the nursery. There is a highly comprehensive awareness of safeguarding issues among the staff; all of whom are suitable to fulfil the requirements of their role and have had appropriate checks carried out.
- Superb partnerships are in place to involve parents and carers in their child's learning and development, which means that children are very well supported in their learning at home.

It is not yet outstanding because

- Children are not always able to make independent choices about where they wish to play and learn, because their access to the outdoor area is sometimes unnecessarily restricted.

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 viewed all areas of the premises and the equipment and observed activities in the playroom and the outside play areas.
- The inspector looked at children's assessment records, the 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, 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

Zone 4 Kids was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built building in the grounds of Whitley Lodge First School in Whitley Bay, Tyne and Wear. The group serves the local community. It operates from two rooms and there is an enclosed area available for outdoor play. The group employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one with a degree in Early Childhood Studies. The group opens Monday to Friday for 51 weeks of the year and is open from 7.45am to 6pm. There are currently 34 children attending who are all in the early years age group.

What the setting needs to do to improve further

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

- provide further opportunities for children to make independent decisions about where they wish to play, for example, by reviewing arrangements for using the garden.

Inspection judgements

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

Staff use an extensive range of successful strategies to support and enhance young children's learning. They understand the individual development and needs of each child. Detailed planning, completed by each key person documents this well and shows how information is used to recognise children's progress and needs and to plan activities to further support their learning. Staff observe children regularly to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. As a result, children make good or very good progress during the time they spend at the nursery. They engage deeply in their learning and maintain focus on their activity for extended periods of time. For example, younger children become engrossed when they sit together and repair the pirate ship they made previously. Uninterrupted time is allowed for them to play and explore, enabling children to problem solve as they look through the mast made from tubes. Older children persist with activities when challenges occur. Staff support them very well when they investigate with beams and balls. Older children comment that they would rather come to the group than stay at home because there is so much to do.

The quality of teaching is consistently good and some is outstanding. Staff support children's communication skills exceptionally well. They repeat words spoken by very young children so that they can hear them clearly. Older children are given time to think about what they want to say and put their thoughts into words without staff jumping in

too soon to say something themselves. Story telling is given high priority and children's readiness for school is extremely well promoted because of this. They listen to stories read aloud by staff and choose books themselves, including in the outdoor area. Staff encourage children to actively engage in the story and express a wide range of feelings and talk about their own experiences. This extends their vocabulary very well and enables them to express themselves clearly and effectively. Good opportunities are provided for children to develop their literacy skills. For example, an extensive range of writing materials is made available and children are encouraged to form letters and to start to write their own names when appropriate. Opportunities for more able children to fully extend their early writing skills are always maximised. This is because some staff fully understand strategies to enhance children's already very good literacy skills. They ensure that writing materials are always available in areas of play, such as role play and construction. Children are encouraged to make independent choices about the activities they complete and are encouraged to access additional resources. However, children are not always able to choose for themselves where they would like to play and learn because their access to the garden is sometimes restricted.

Parents are provided with excellent opportunities to engage in the children's learning at home and in the nursery. For example, parents complete documentation to share activities and experiences their children have enjoyed while at home. This information is very well used by staff to shape further activities and enhance children's learning even further. All children have individual development files containing on-entry assessments and observations. Their learning is effectively documented, and is tracked over time to demonstrate progress. Written comments documented in development files demonstrate how happy parents are with the quality of progress reporting in the nursery. They make statements, such as 'we are delighted with our child's progress, particularly in her speech development'.

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

Staff demonstrate strong care practices, which ensure all children, especially the youngest, make secure emotional attachments. Children settle very quickly and staff are highly skilled when comforting those who become upset. Children show they are happy and settled when they wake up happy after their sleep and smile to show they enjoy the close contact provided by their key person. Highly effective settling-in procedures are in place when children start attending. They make a number of visits, based on their individual needs, before staying for the whole session. Parents describe how well staff support their children's individual needs during this time. They talk about how they welcome the time they spend in the nursery room with their child, talking to staff and sharing key information regarding their child's routines and other key information. Children are exceptionally well supported when they transfer into local schools. They make visits and spend time with their key person, becoming familiar with new members of staff and their new environment. Staff prepare detailed summary reports to ensure there is continuity in children's learning, development and welfare needs. This helps to improve communication and coordination between professionals, staff and families.

Children demonstrate very good independence skills for their age. From the youngest age

they take an active part at meal times, for example, by pouring their own drinks and serving their own fruit. Meal times are a social occasion and older children are encouraged to serve their own meals from larger containers and take part in food preparation. Independence is further promoted when children seek and put on their painting aprons, coats and shoes. Daily opportunities are provided for all children, including babies, to spend time outdoors. They use an appropriate range of equipment and staff plan activities which support their all-round development well. Staff have extended learning opportunities in this area to incorporate a growing area where children plant fruit and vegetables. This aims to further develop children's understanding of why it is important to have a healthy lifestyle and to enhance their knowledge of the natural world.

Children's behaviour in the nursery is exemplary. They demonstrate excellent awareness of the boundaries set, and of behavioural expectations in the nursery. This is because staff are highly skilled in using story and group discussion times to encourage children to talk about their feelings and situations that occur. They ensure children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. Staff talk to children and help them to develop an understanding of the need to stay safe in the nursery. For example, they explain why they need to use the climbing frames and equipment with consideration for others. As a result, children show they feel safe in the nursery.

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

Safeguarding arrangements are given a consistently high priority. Staff prioritise children's safety and have an excellent awareness of safeguarding issues. This is because the manager ensures all staff receive up-to-date safeguarding training and are competent in the procedures to follow and who to contact in the event of any concerns about children. Staff are fully aware of who the nursery's designated safeguarding lead is, and the process to follow if they are concerned about any issues with staff practice. The manager ensures that staff are deployed effectively according to qualifications and experience. This helps ensure children are kept protected and safe at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, together with accurate accident records and procedures for reviewing these ensures that children's safety remains paramount. Robust recruitment and vetting systems help check that all adults working with children are suitable to do so. Comprehensive induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure they enjoy their learning experience and grow in confidence.

Ongoing staff development is encouraged through well-considered and purposeful staff supervision, providing support, coaching and training for individual members of staff. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. For example, the manager carries out regular observations of the quality of teaching. She provides detailed feedback to enable staff to further develop their already good practice. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous

provision for children in the indoor and outdoor environments. Good use is made of observation to monitor how areas of provision are used by children. This helps to identify what is working well and amendments are made to practice, as required, to further meet the children's needs. 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. The manager maintains a comprehensive overview of progress-tracking documentation. This ensures children's needs are quickly identified and are exceptionally well met through good partnerships between the nursery, parents and external agencies. The manager has many years of experience of managing the nursery and constantly evaluates the quality of practice and the provision. As a result, areas for improvement are consistently identified, taking into account the views of parents, staff and children. The manager is fully committed to creating, maintaining and improving the nursery so that it meets the highest standards and offers the best experience for children.

Partnerships with parents are excellent. They take an active part in their child's learning and are involved in decision making on key matters. For example, a Saturday coffee morning has been established. Parents use words, such as 'excellent' and 'very flexible and understanding' when describing the relationships between staff and children, the quality of care and the educational programmes provided. Partnerships with local schools and childminders are equally well established and significantly enhance children's all-round development. The manager and staff work exceptionally well with services in their local area and effectively use advice to meet the needs of individual children.

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	EY277713
Local authority	North Tyneside
Inspection number	856184
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	136
Name of provider	Tynemouth Nursery Group Limited
Date of previous inspection	27/02/2009
Telephone number	0191 2581662

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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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