

Howdon Nursery and Creche

11A Howdon Lane, Wallsend, TYNE AND WEAR, North Tyneside, NE28 0AL

Inspection date	06/01/2015
Previous inspection date	20/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 undertake good quality observations and assessments, which clearly identify the next steps in children's learning. As a result, children make good progress in their learning and development from their starting points.
- The manager has robust systems in place to monitor the educational programmes and children's progress. The team is committed to continuous improvement and the views of parents are included in the self-evaluation process. Consequently, the nursery is continually developing for the benefit of the children.
- Positive partnerships with parents and carers are developed through good communication. Information is regularly exchanged for the benefit of each child's care, learning and development.
- Staff give high priority to safeguarding children. They attend regular training courses and know what to do if they are concerned about a child's well-being. As a result, children are protected from harm.

It is not yet outstanding because

- Opportunities for children to develop their critical thinking skills and respond in sentences are not fully developed as some staff do not always make good use of questions that challenge children to think.
- The organisation of space and resources does not always enable children to concentrate on activities, such as group times.

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 spoke with the manager, children and staff at appropriate times throughout the inspection.
- The inspector observed activities in all playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of staff suitability, training certificates, policies and procedures, risk assessments and the setting's self-evaluation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

Howdon Nursery and Creche was registered in 2012, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Howdon Children's Centre, in Wallsend, North Tyneside, and is managed by 4Children. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, including one with a degree in Early Childhood Studies. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 110 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:

- enhance children's critical thinking skills further by extending the use of questions that challenge children to think as they play
- enhance the organisation of space and activities to provide children with opportunities to participate in activities and group time without interruption.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use their knowledge to plan interesting and challenging activities that arise from children's individual interests or identified needs. As a result, teaching is effective and staff demonstrate a secure understanding of how to support children's learning and development. Children with special educational needs and/or disabilities and those who speak English as an additional language are extremely well supported. Staff ensure they liaise with all other agencies and professionals to ensure they have the skills to meet the children's needs. For example, staff access training in sign language to support communication skills, and use various computer programmes to enable them to display words in children's home language. They use their knowledge and the information gathered from parents to identify specific starting points for each child. They undertake high quality observations and assessments, which clearly identify the next steps in children's learning. As a result, children make good progress in their learning and development from their starting points. Regular and accurate assessments are carried out,

including the progress check for children between the ages of two and three years. Therefore, each child's development is monitored to ensure they are making good progress towards the early learning goals.

Staff interact well with children as they play. They sit with them at their level and constantly engage them in conversation, which significantly enhances children's communication and language skills. For example, children are encouraged to explore with water as they fill spray bottles, using both the water tray and the tap and then giggle as they spray staff and children. They add water to the sand and investigate the changes and how they can now make sand castles. However, not all staff are confident in using questioning techniques that encourage children to think critically. Early writing skills are being developed as children are encouraged to write their names, enabling them to practise early letter formation. Children are challenged with their early number skills, as they use mathematical language and problem solving when practitioners ask them, 'what is one more than five?' and 'how many will you have if I take one away?'. This is then reinforced further through other activities, which encourage number recognition. For example, children sing songs where they have to predict how many are left after one is taken away. Babies enjoy playing with activities that stimulate their senses. They are able to feel and explore textures as they touch the cold paint and enjoy exploring with the textures as they squish it through their fingers, which helps to promote their physical development and coordination. Children of all ages enjoy sharing their favourite books with staff and their friends and use props to tell the story. This helps to promote their early literacy skills. Consequently, children throughout the nursery are gaining a good range of skills to support their future learning and their move onto school.

Positive partnerships with parents and carers are developed through good communication. Relationships are built to ensure parents are involved in their children's learning from the start. Information is regularly exchanged for the benefit of each child's care, learning and development. Regular parents' evenings take place and parents are able to view their child's 'learning journal' while having discussions with their key person. Parents are provided with opportunities to add any comments to their children's 'learning journal' at any time by using the parent's voice to comment on achievements and development at home. Staff use daily information sheets for the youngest children, weekly 'to and fro' books and verbal updates ensure a two-way flow of information is being maintained. This shared approach to children's learning and development successfully contributes to the good progress they make and demonstrates a continuity of learning between the nursery and home.

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

The nursery's settling-in procedures mean that the move between home and nursery is a positive experience. For example, staff use All about me information to find out children's interests, likes and dislikes, in order to plan appropriately for their entry to the nursery. The role of the key person is implemented effectively in the nursery, ensuring every child's care is tailored to their individual needs. Staff greet children and welcome them into the setting, which supports them to feel cared for. A nurturing environment is created, in which children are fully supported by consistent routines. Staff work closely with children

and their parents to build effective close relationships. As a result, the move between home and the nursery is supported well and children form strong emotional bonds with their key person and other members of the team. Consequently, children's emotional well-being is secure and they adapt quickly to the environment and daily routines. As a result, children are happy to attend, form new friendships and confidently separate from their parents on arrival. This emotional support helps to prepare them for their future move to school.

Children's health and hygiene procedures are promoted and encouraged through routines. They wash their hands before meal times and after going to the toilet; demonstrating their independence and self-care skills. Meal times are sociable occasions and children carry out everyday tasks that reflect those they will experience in school. For example, children help to set the table for lunch and sit with their friends. They take turns and work cooperatively together while each child serves themselves their food. Staff sit with the children at the lunch tables, which further promotes the sociable aspect and encourages informal discussion to develop language skills. Children's behaviour is good as staff share consistent expectations and are good role models themselves. They enthusiastically take on responsibility, such as helping to tidy away toys before lunchtime. They wipe up spillages on the floor from the water tray, as they discuss how this makes the floor slippery. Staff regularly praise their efforts, which promotes their self-esteem and self-confidence.

The nursery is well resourced, which enables children to access equipment freely and add to the activities that are always available. Children are able to access most resources and activities within the rooms, which are age-appropriate, of good quality and plentiful. Resources are displayed attractively to gain children's interest and to encourage them to explore and extend their learning further. However, at times, the organisation of space and resources does not always enable children to concentrate without being distracted, for example, at group time or during singing. Children enjoy daily fresh air in the outdoor environment, which provides experiences for them to explore and learn. Physical exercise is encouraged by staff as they play chasing games with the children. This positively benefits children's physical development and well-being. Children also learn to take sensible risks and keep themselves safe while outdoors. For example, children attempt to walk across the balancing beam without support. The outdoor environment is planned with consideration for the individual age groups and stages of development, and children are able to experience a wealth of resources.

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

Following the last inspection, when the provider received a number of actions to improve, the manager and her team have made huge progress and implemented a number of changes to their practice. Therefore, all previous actions have been met and the quality of care and learning has been significantly enhanced. The management and staff are aware of their role and responsibilities with regards to safeguarding children in their care. All practitioners are given an overview of safeguarding as part of their induction programme and can recognise signs and symptoms of child abuse and know the action to take if they

have any concerns about a child. Safeguarding policies and procedures are in place and include the action to be taken in the event of an allegation being made against a member of staff. In addition, appropriate procedures are in place for the use of mobile telephones and cameras in the nursery, to protect children from any possible misuse. Procedures are in place to minimise risks and hazards within the environment. For example, comprehensive records are kept of fire evacuations, including length of time taken and children present. This ensures that all children have this knowledge. Detailed risk assessments are completed for all areas used by the children. The manager monitors any accidents that may occur, in order to reduce or prevent reoccurrences. The management ensures that staff are trained in paediatric first aid and they can clearly articulate what action to take in an emergency situation. The management team follow robust recruitment and vetting procedures to appoint staff. This helps to guarantee their suitability to work with children. They implement a probationary period and have clear procedures in place to deal with underperformance of practitioners. Systems for performance management and staff professional development have been implemented and clear progress has been made.

The manager and her team have a good understanding of the Early Years Foundation Stage and their responsibilities to promote the learning and development of all children. The manager, takes overall responsibility for overseeing the educational programmes to ensure that they are implemented effectively. She has developed robust systems to monitor the observations, assessments and planning to ensure children are making the best possible progress. Tracking systems have been developed to identify any gaps within the curriculum and to identify any vulnerable groups or individual children, who require further intervention. The manager carries out regular observations of teaching practice and is supporting the team through daily contact and modelling good practice. These interventions have enhanced the quality of teaching.

The nursery is led by a committed and passionate manager, who is totally focused on continually improving the quality of the provision. She manages a team of staff, who are also committed to the continuous development of the setting and all share the focus to provide high quality learning experiences for all children. Support has been readily accepted from the local authority to assist them in driving improvements forward. A self-evaluation, which highlights strength and weakness, is reviewed regularly by the management team. This then formulates the action plan, which the team works towards. Parents' views are valued and included in the self-evaluation process. Partnerships with parents are strong. Parents' evenings and monthly newsletters also keep them fully informed of any changes to the environment or service they receive. Parents comment positively about the nursery and they speak very highly of all staff. They describe the team as an 'extended family' and 'very supportive'. They also comment on how much they value the regular verbal communication to keep them informed of their children's development and learning. The nursery has also established good links with external providers, such as the local primary schools. They work closely with external providers to provide, for example, additional support and continuity for children who access more than one setting and for children who require additional support.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY445836
Local authority	North Tyneside
Inspection number	962531
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	110
Name of provider	4 Children
Date of previous inspection	20/01/2014
Telephone number	01916436260

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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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