Local Authority Early Years Profile

for

Newcastle

391

Position at 30 September 2006

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INTRODUCTION

Purpose

This profile has been designed to provide information about childcare in Newcastle, covering:

- the extent of registered childcare provision in comparison with England.
- the time it takes from the receipt of an application to regulatory decisions being made.
- the number of actions imposed on new providers which indicate how well they were meeting the National Standards at the time of registration.
- the quality and standards of childcare and nursery education provision (from the results of inspection), and how it compares with England.

Content

There are two parts to the profile – Part A: Summary, Part B: Detailed Analysis. Both parts have the following four sections.

Section 1: Extent of current provision and percentage change in registered childcare provision.

This section shows the number of active providers and places in Newcastle as at 30 September 2006, by each of the national childcare types (see Appendix 1). It also includes movement within the sector, i.e. how many providers have joined and how many have left between 01 April 2005 and 30 September 2006, and details where the number of places offered by existing providers has changed over the period. For each childcare type, the yearly percentage change in the number of providers and places is given and compared with England.

Section 2: Registration Times

Once Ofsted receive a new childcare application from potential providers, the length of time is monitored until the application process is completed, through the issuing of a letter granting registration or by issuing a notice of decision (NOD) where an application has been refused or withdrawn. Since 1 January 2004, potential providers have been able to ask Ofsted to put their application on-hold for a period of 4, 8, 12 or, in exceptional circumstances, 16 weeks to allow for unavoidable delays in their ability to complete the registration process. In such circumstances, the period on hold has been deducted from the overall time taken to complete the application process.

This section shows the percentage of applicants in Newcastle, since 01 April 2005 that received a decision or withdrew their application within 12 and 25 weeks for potential childminders and day care providers respectively.

Section 3: Actions imposed on new childcare providers at the time of registration

Where Ofsted finds that an applicant is not meeting National Standards (see Appendix 2) at the time of the registration visit, actions are imposed and the applicant has to implement such actions before registration is granted.

For each type of childcare provision, the number of registration visits carried out between 01 April 2005 and 30 September 2006 is shown, and the percentage of these providers who were issued with actions is compared with England. In addition to the overall percentages, Part B provides a breakdown of the actions imposed for each National Standard by the five Every Child Matters (ECM) Outcomes.

Section 4: The quality and standards of childcare and nursery provision

This section presents the outcomes from childcare and nursery inspections carried out between 01 April 2005 and 30 September 2006 for all providers who were active at the end of the period in Newcastle.

For each type of childcare provider, the percentage of actions set at the most recent inspection is shown together with their inspection judgements. The figures for Newcastle are compared with England. Part B provides a breakdown of the actions issued for each National Standard by the ECM Outcomes, and the inspection judgements made for each type of provider, including nursery education inspections.

Data Source

All data have been extracted from the Regulatory Support Application (RSA) database as at 05 October 2006. Ofsted maintains this database to support its regulatory functions.

Where the report has been split by the 5 ECM outcomes, great care should be taken when interpreting the data presented, especially where it represents a small number of providers. It may be that any apparent differences between the Local Authority and the England figures are not statistically significant. To assist you in determining whether your data is significantly different to the England figure we have included confidence intervals around key data in the summary section, and provided explanatory notes on page 5.

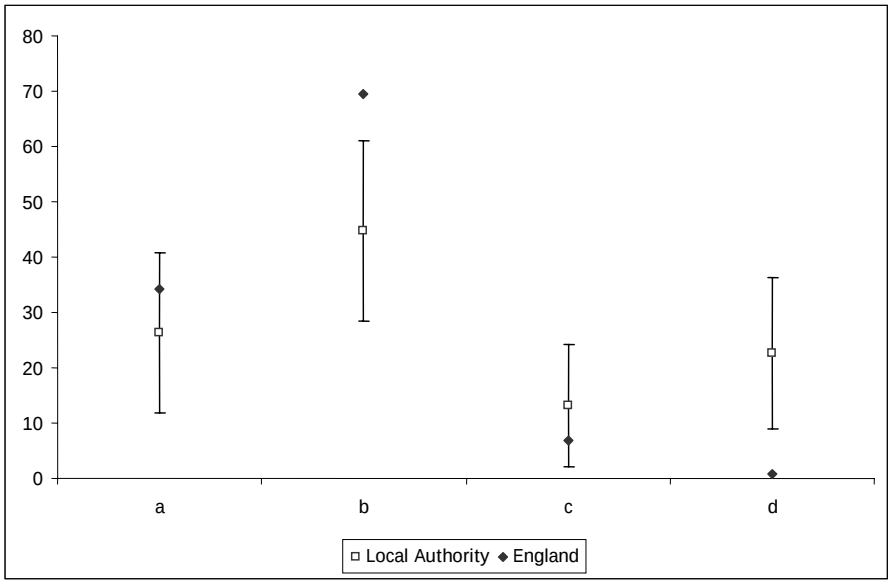
Further Information

If you have a query about the data in this profile, contact the Research, Analysis and International Division at Ofsted at raiearlyyears@ofsted.gov.uk or write to: Alison Edwards, Early Years Team, RAI, Ofsted, Alexandra House, 33 Kingsway, London WC2B 6SE.

INTERPRETING DATA

These guidelines are designed to help you interpret confidence intervals presented within the profile:

Confidence Intervals – an example of a chart using confidence intervals



This chart shows examples of percentages for an anonymous Local Authority (white square) and the percentages for England (black diamond). The length of the bar represents the confidence interval. Based on the sample of inspections within the local authority we are 95% confident that the true figure for the local authority lies within the confidence interval. Where the sample is larger, the confidence interval is smaller. With generally more childminder inspections than for other setting types, the confidence intervals relating to childminders are normally smaller.

How to compare the local authority against England's data

For data point "a", the black diamond (representing England) falls within the confidence interval, but above the data point for the local authority (white square). Based on the inspection of a sample of settings we are 95% confident that the local authority percentage falls between 11% and 42%. As the percentage for England falls within the confidence interval for the local authority then they are not significantly different. For data point "c", the percentage for England also falls within the interval around the local authority and again we say this is not significantly different.

Data points "b" and "d" for England both fall outside of the confidence interval for the local authority and we therefore say these are significantly different. Data point "b" shows the local authority to be significantly lower than England; "d" shows that the local authority is significantly higher than England.

Further guidance to interpreting significance is given in Appendix 3.

PART A: SUMMARY OF FINDINGS

Section 1: Extent of current provision and percentage change in registered childcare provision

In England, there has been an overall increase of 2.8% in providers and an overall increase of 6.2% in places between 01 April 2005 and 30 September 2006. For Newcastle, there has been an overall increase of 0.7% in providers and an overall increase of 8.1% in places.
Figures 1.0 and 1.1 below show the percentage changes for both providers and places, comparing Newcastle to England. (Section 1 in Part B shows the data in more detail).

Figure 1.0: Percentage change in number of <u>providers</u> as at 30 September 2006 compared with 1 April 2005 by setting type

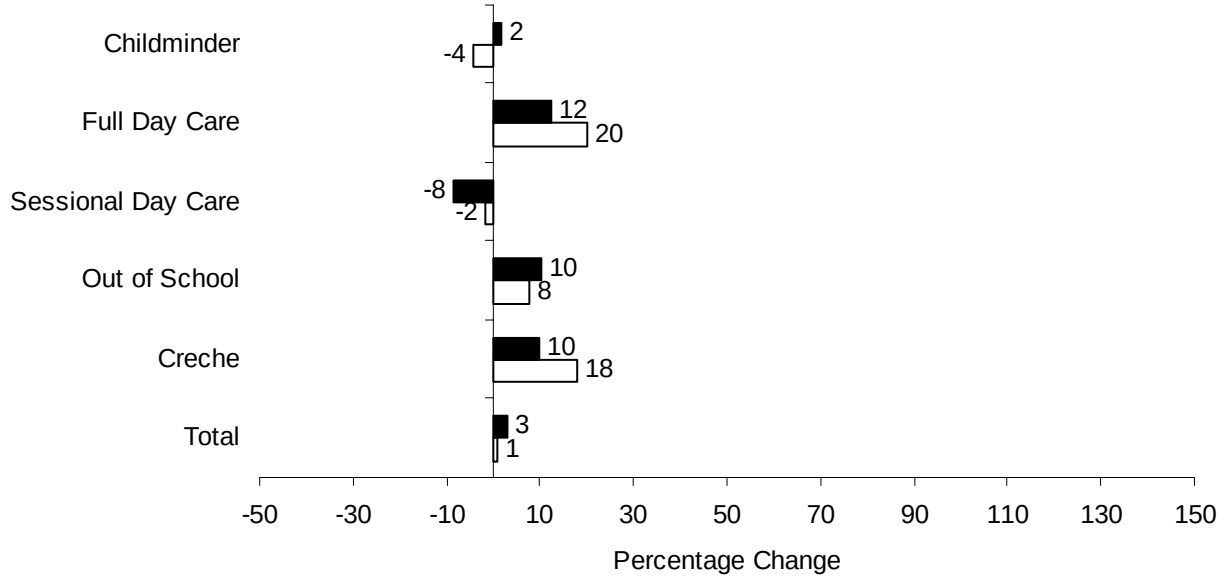
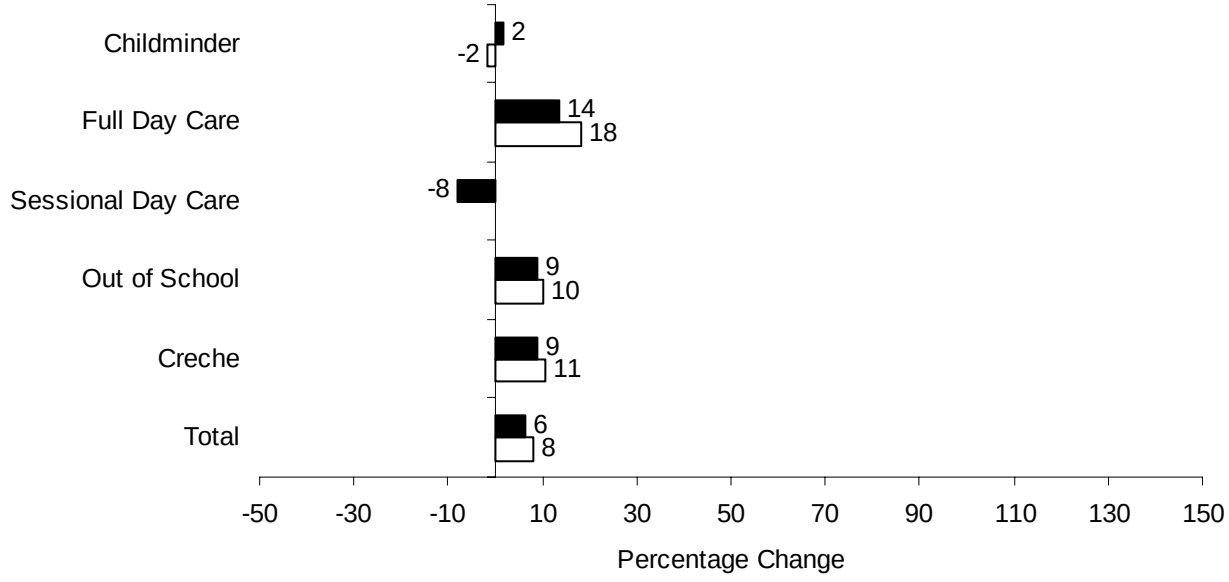


Figure 1.1: Percentage change in number of <u>places</u> as at 30 September 2006 compared with 1 April 2005 by setting type



Key:
Percentage: England ■ Percentage Change: Newcastle □
* indicates where the total number of registration visits for that childcare type is less than or equal to 10 in Newcastle.

Section 2: Registration Times

A total of 80 childminder applications were received between 01 April 2005 and 30 June 2006 in Newcastle, and a total of 17 day care applications were received between 01 April 2005 and 31 March 2006.

Figures 2.0 and 2.1 below show the percentage of childminder and day care applications completed within the target time of 12 weeks for childminders and 25 weeks for day care, comparing Newcastle with England. (Section 2 in Part B shows the data in more detail).

Figure 2.0 Percentage of childminder applications received from 01 April 2005 to 30 June 2006, completed within the target period of 12 weeks

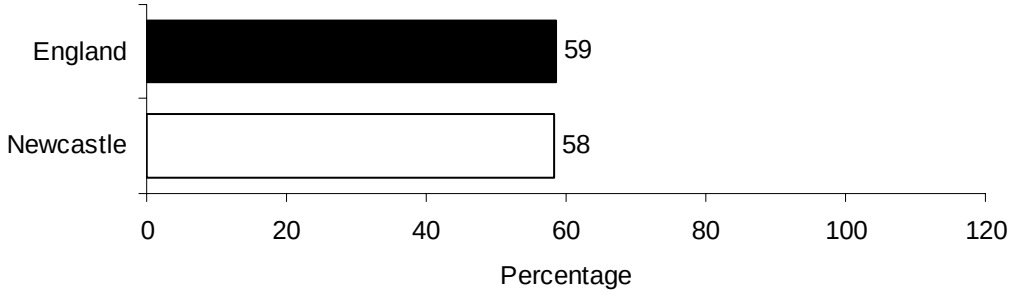
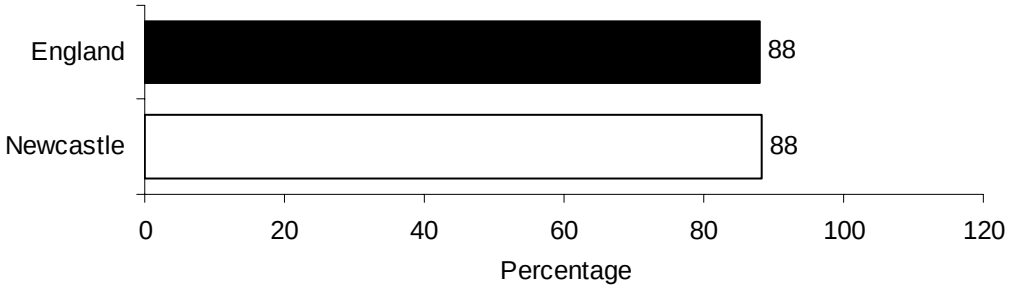


Figure 2.1 Percentage of day care applications received from 01 April 2005 to 31 March 2006, completed within the target period of 25 weeks



Key:

Percentage Completed In Target: England ■ Percentage Completed In Target: Newcastle □

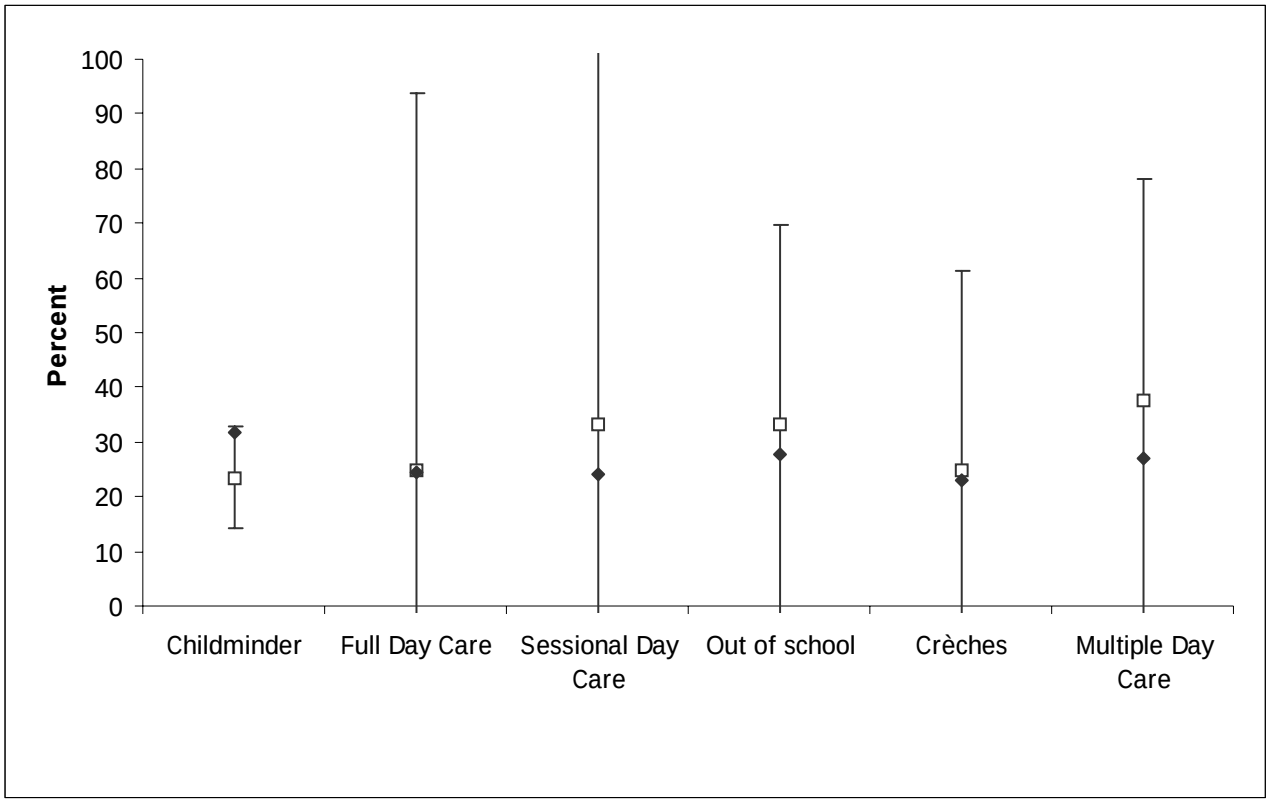
* indicates where the total number of registration visits for that childcare type is less than or equal to 10 in Newcastle.

Section 3: Actions imposed on new providers at the time of registration visit

A total of 117 registration visits were completed between 01 April 2005 and 30 September 2006 in Newcastle [(1)]. Figure 3.0 below shows the percentage of providers issued with actions, in comparison to the percentage for England. In Newcastle, between 24% and 38% across the range of provider types have been issued with actions (Section 3 in Part B shows the data in more detail).

There is no significant difference between the percentage of actions issued in Newcastle and the percentage of actions issued in England.

Figure 3.0: Providers where actions were issued at registration visits between April 2005 and June 2006



Key:

England ◆ Newcastle □

If no registration visits were recorded against a setting in this period, the relevant setting is blank for the authority, although the national figure is shown.

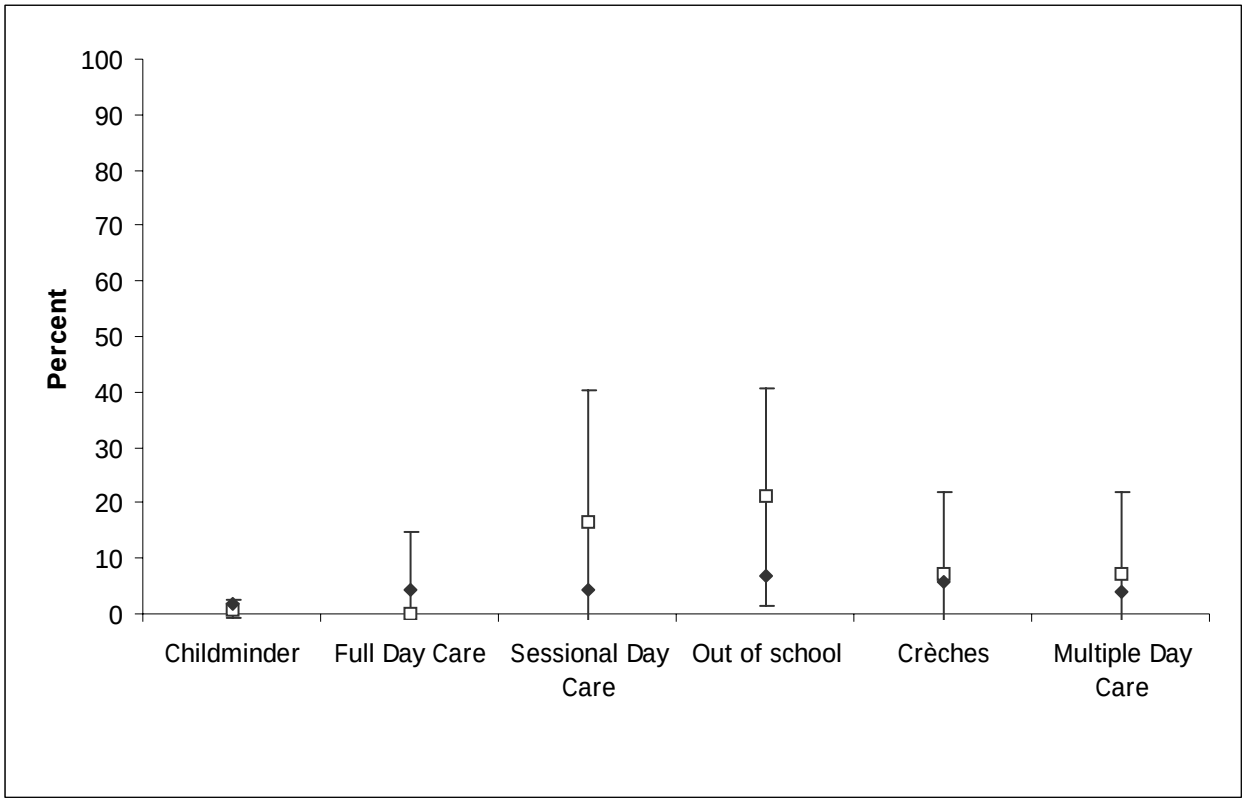
1. Only takes into account registration visits that have been finalised. Please refer to Appendix 4

Section 4: The quality and standards of childcare and nursery education provision

There has been 195 Childcare inspections completed between 01 April 2005 and 30 September 2006 in Newcastle [(1)]. Figure 4.0 below shows the percentage of providers who were issued with actions in their Childcare inspections, in comparison to the percentage for England. In Newcastle, between 0% and 21% across the range of provider types have been issued with actions (Section 4 shows the data in more detail).

There is no significant difference between the percentage of actions issued in Newcastle and the percentage of actions issued in England.

Figure 4.0: Providers where actions were issued in childcare inspections



Key:

England ◆ Newcastle □

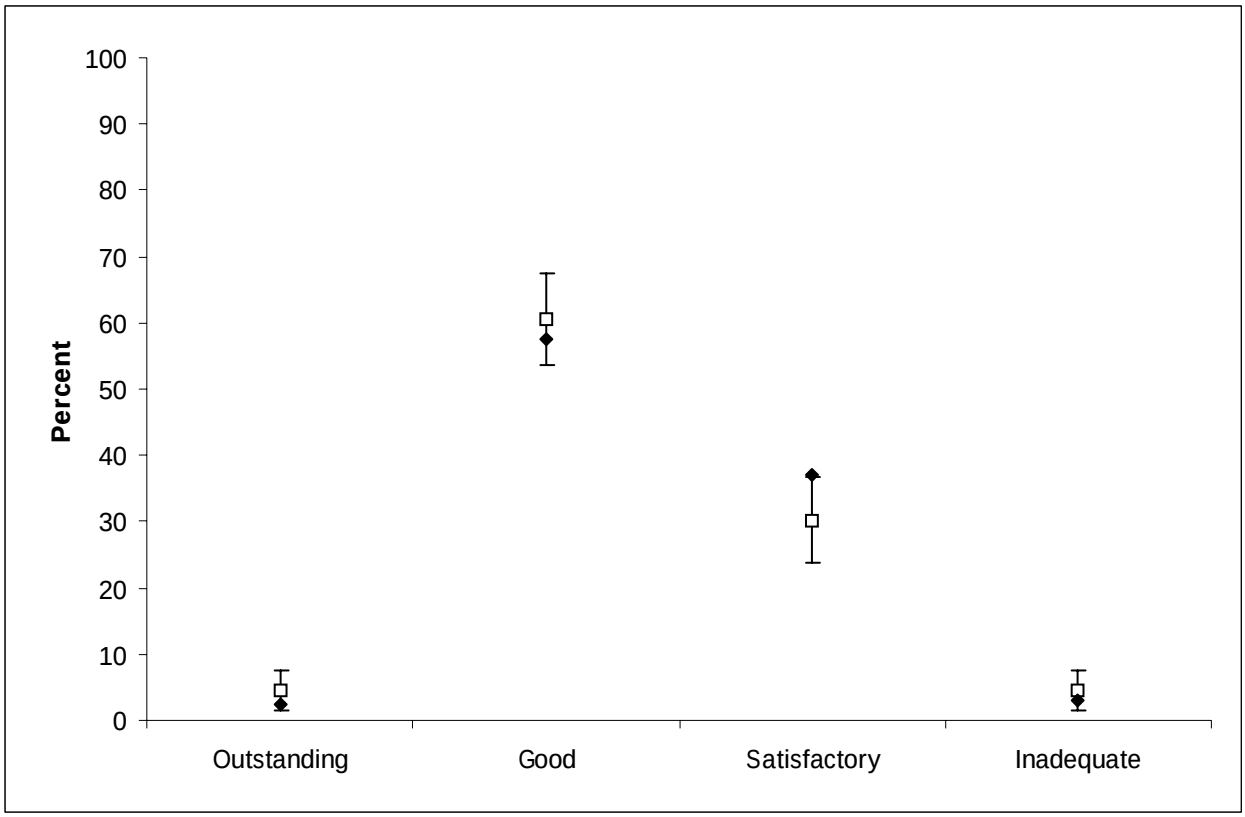
If no inspections were carried out for a setting in this period, the relevant setting is blank for the authority, although the national figure is shown.

1. This figure counts inspections where checks have been completed. Please refer to Appendix 4.

In Childcare inspection reports, Ofsted makes an overall judgement about the quality of the childcare provision in meeting the ECM Outcomes. This judgement is on a four point scale - *Outstanding*, *Good, Satisfactory* and *Inadequate*.

Figure 4.1a below shows the distribution of overall quality judgements in Newcastle, compared with England. (Section 4.1 shows the data in more detail).

Figure 4.1a: Judgements on overall quality gradings in childcare inspections



Key:

England ◆ Newcastle □

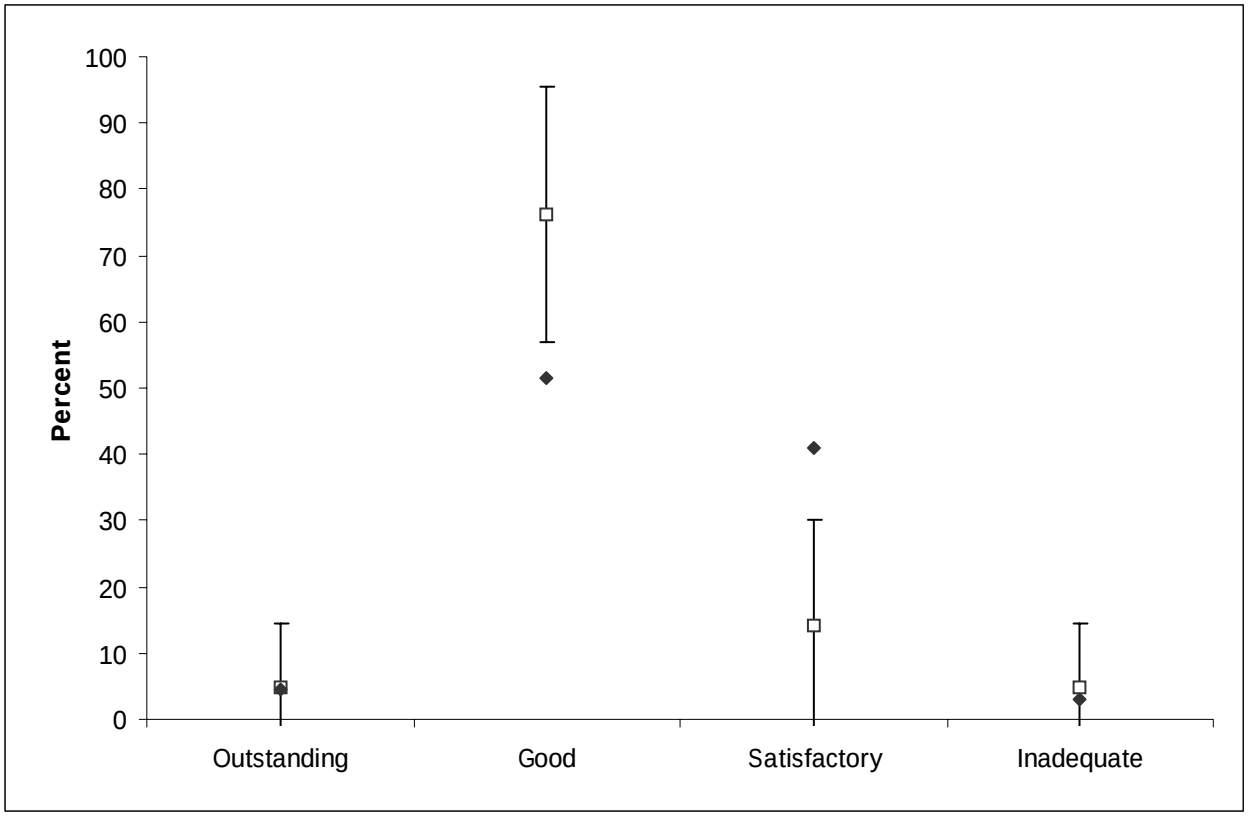
If a specific judgement was not recorded in this period, the relevant setting is blank for the authority, although the national figure is shown.

The quality and standards of nursery education provision

A total of 21 Nursery Education inspections were completed between 01 April 2005 and 30 September 2006 in Newcastle [(1)]. In Nursery Education inspection reports, Ofsted makes an overall judgement about the quality of nursery education provision in promoting the Early Learning Goals. This is on a four-point grading scale – *Outstanding*, *Good,* *Satisfactory* and *Inadequate.*

Figure 4.1b below shows the percentage of overall quality grading judgements for nursery education provision in Newcastle, compared to England (Section 4.1 shows the data in more detail).

Figure 4.1b: Judgements on overall quality gradings in nursery education inspections



Key:

England ◆ Newcastle □

If a specific judgement was not recorded in this period, the relevant setting is blank for the authority, although the national figure is shown.

1. This figure counts inspections where checks have been completed. Please refer to Appendix 4.

Part B: Detailed Analysis

Section 1: Extent of current provision and percentage change in registered childcare provision

Table 1.0: Number of settings and places in your local authority at 30 September 2006 and percentage change from 01 April 2005 by provider type

	Childminder [1]	Full Day Care [1]	Sessional Day Care [1]	Out of School Day Care [1]	Crèche Day Care [1]	Total
Number of Settings	378	48	54	57	59	596
Joiners [2]	76	11	3	8	21	119
Leavers [3]	92	3	4	4	12	115
Net Change	-16	8	-1	4	9	4
Percentage Change: Newcastle	-4.1%	20.0%	-1.8%	7.5%	18.0%	0.7%
Percentage Change: England	1.5%	12.4%	-8.4%	10.3%	9.7%	2.8%
Number of Places [4]	1696	2517	1156	1830	807	8006
Joiners	307	480	66	201	244	1297
Leavers	380	99	76	75	152	782
Steady State [5]	43	10	8	43	-16	88
Net Change	-30	390	-2	169	77	603
Percentage Change: Newcastle	-1.7%	18.3%	-0.2%	10.2%	10.5%	8.1%
Percentage Change: England	1.8%	13.6%	-7.8%	9.1%	8.9%	6.2%

1. Please refer to Appendix 1 for definitions of the types of childcare provision. Multiple day care is where different types of day care are offered by a single provider. There are 31 providers in your local authority that offer more than one type of day care, such providers are counted once under each day care type offered. In England there are 3329 day care providers that offer more than one type of day care.
2. Joiners are childcare providers who have been newly registered; existing providers who have moved to your local authority from another local authority; and existing day care providers who have started to offer a new type of childcare provision.
3. Leavers are childcare providers who have been deregistered due to cancellations or voluntary resignations; existing providers who have moved from your local authority to another; and existing multiple day care providers who have ceased to offer a particular type of childcare provision between 01 April 2005 and 30 September 2006.
4. Registered Places are the maximum number of children that providers are registered to care for, not the number of places occupied, nor the number of children who may benefit from receiving places through providers offering sessions at different times of the day. The number of registered places is likely to be higher than the actual number of registered places as not all providers will immediately inform Ofsted that they have ceased their provision. For about 3.3% of providers, the database does not hold the number of registered places. In these cases, the number of places has been estimated and is included in the figures shown.
5. 'Steady State' refers to changes in the number of places offered by existing providers.

Section 2: Registration Times

Childminders

Total applications received between 01 April 2005 and 30 June 2006 for Newcastle where:	80
the number that have subsequently withdrawn	8
the number that have received a Decision[1]	62
the number that are on hold[2]	0
the number that are still outstanding (not yet completed)[3]	1
Percentage of applications that have received a notice of decision, or have withdrawn within 12 weeks for Newcastle	**58.2**
Percentage of applications that have received a notice of decision, or have withdrawn within 12 weeks in England	**58.7**

Day Care

Applications received between 01 April 2005 and 31 March 2006 for Newcastle where:	17
the number that have subsequently withdrawn	1
the number that have received a Notice of a Decision[1]	15
the number that are on hold[2]	0
the number that are still outstanding (not yet completed)[3]	0
Percentage of applications that have received a notice of decision, or have withdrawn within 25 weeks for Newcastle	**88.2**
Percentage of applications that have received a notice of decision, or have withdrawn within 25 weeks in England	**88.0**

1. Following an application, Ofsted issues either a letter granting registration or Notice of Decision (NOD). The NOD is issued when an application is refused registration.
2. Since 01 January 2004, applicants can ask Ofsted to put their applications on hold for a specified period of time. The length of time an application is put on hold is discounted from the target periods of 12 and 25 weeks for completion of the registration process.
3. These are applications that have been made but not completed as the registration process is still ongoing within the 12/25 week period. Outstanding applications that are outside of the 12/25 week period have not been included, although they have been counted in the 'applications received' total.

Section 3: Actions imposed on new providers at the time of registration[1]

Table 3.0: Number and percentage of new providers where actions were issued at registration between 01 April 2005 and 30 September 2006

		Childminder [2]	Full Day Care [2]	Sessional Day Care [2]	Out of School Day Care [2]	Crèche Day Care [2]	Multiple Day Care Types [2]	All
Total Visits Completed: Newcastle		85	4	3	9	8	8	117
Total Visits Completed: England		19018	1615	694	2110	430	1598	25465
Percent With Actions: Newcastle		23.5	25.0	33.3	33.3	25.0	37.5	25.6
Percent with actions: England		31.7	24.3	23.9	27.8	23.0	26.8	30.3
Being Healthy								
Health	Newcastle	2.4	0.0	0.0	33.3	0.0	0.0	4.3
	England	5.2	4.0	3.9	5.4	4.0	4.7	5.1
Food and Drink	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	0.1	0.4	0.4	0.7	0.2	0.3	0.2
Staying Safe								
Physical Environment	Newcastle	1.2	0.0	33.3	0.0	25.0	0.0	3.4
	England	2.4	9.0	4.9	4.9	6.0	6.9	3.4
Equipment	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	2.8	1.4	0.7	2.2	1.4	1.6	2.5
Safety	Newcastle	22.4	25.0	0.0	33.3	25.0	25.0	23.1
	England	28.6	17.8	17.4	17.5	15.8	17.6	25.8
Child Protection	Newcastle	1.2	0.0	0.0	0.0	0.0	0.0	0.9
	England	2.7	2.4	3.6	3.6	2.1	4.0	2.9

1. Only takes into account registration visits that have been finalised. Please refer to Appendix 4.
2. Please refer to Appendix 1 for definitions of the types of childcare provision.

		Childminder [2]	Full Day Care [2]	Sessional Day Care [2]	Out of School Day Care [2]	Crèche Day Care [2]	Multiple Day Care Types [2]	All
Enjoying and Achieving								
Care, Learning and Play	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	1.3	0.6	1.0	1.0	0.9	0.8	1.2
Making a Positive Contribution								
Equal Opportunities	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	1.7	0.2	0.4	1.3	0.7	0.3	1.4
Special Needs	Newcastle	0.0	0.0	33.3	0.0	0.0	0.0	0.9
	England	0.1	0.7	0.9	1.0	1.9	1.1	0.3
Behaviour	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	0.2	0.7	0.7	1.2	0.5	1.4	0.4
Working in Partnership with Parents & Carers	Newcastle	0.0	0.0	0.0	0.0	12.5	0.0	0.9
	England	0.6	1.2	1.9	3.1	0.7	2.3	1.0
Organisation								
Suitable Person	Newcastle	1.2	0.0	0.0	11.1	12.5	12.5	3.4
	England	1.8	3.2	4.2	7.3	3.7	4.7	2.7
Organisation	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	0.5	4.3	4.3	7.3	4.2	7.1	1.9
Documentation	Newcastle	0.0	0.0	0.0	0.0	25.0	12.5	2.6
	England	0.9	2.7	2.4	4.5	4.4	4.3	1.6

1. Only takes into account registration visits that have been finalised. Please refer to Appendix 4.
2. Please refer to Appendix 1 for definitions of the types of childcare provision.

Section 4: The quality and standards of childcare education[1]

Table 4.0: Number and percentage of active childcare providers where actions were issued at inspection between 01 April 2005 and 30 September 2006

		Childminder [2]	Full Day Care [2]	Sessional Day Care [2]	Out of School Day Care [2]	Crèche Day Care [2]	Multiple Day Care Types [2]	All
Total Visits Completed: Newcastle		122	14	12	19	14	14	195
Total Visits Completed: England		25867	4127	2260	4146	693	1285	38378
Percent With Actions: Newcastle		0.8	0.0	16.7	21.1	7.1	7.1	4.6
Percent with actions: England		1.9	4.4	4.2	6.8	5.6	3.8	3.0
Being Healthy								
Health	Newcastle	0.0	0.0	8.3	0.0	0.0	7.1	1.0
	England	0.8	2.2	1.5	2.2	1.6	1.9	1.2
Food and Drink	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	0.1	0.6	0.0	0.5	0.4	0.6	0.2
Staying Safe								
Physical Environment	Newcastle	0.0	0.0	0.0	0.0	7.1	0.0	0.5
	England	0.0	0.4	0.1	0.5	0.6	0.2	0.1
Equipment	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	0.1	0.2	0.0	0.3	0.6	0.3	0.1
Safety	Newcastle	0.0	0.0	0.0	5.3	0.0	0.0	0.5
	England	0.9	2.4	1.8	3.6	1.7	1.9	1.4
Child Protection	Newcastle	0.0	0.0	0.0	0.0	7.1	0.0	0.5
	England	0.4	1.0	1.0	1.4	1.6	1.1	0.7

1. Only takes into account the most recent inspections (childcare only) where the report has been quality assured (checks complete) or has not been withdrawn from publication. Please refer to Appendix 4.
2. Please refer to Appendix 1 for definitions of the types of childcare provision.

		Childminder [2]	Full Day Care [2]	Sessional Day Care [2]	Out of School Day Care [2]	Crèche Day Care [2]	Multiple Day Care Types [2]	All
Enjoying and Achieving								
Care, Learning and Play	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	0.2	1.6	1.0	1.1	1.0	0.9	0.6
Making a Positive Contribution								
Equal Opportunities	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	0.2	0.3	0.4	0.2	0.1	0.3	0.2
Special Needs	Newcastle	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	England	0.0	0.3	0.2	0.2	0.0	0.3	0.1
Behaviour	Newcastle	0.0	0.0	0.0	5.3	0.0	0.0	0.5
	England	0.1	0.6	0.3	0.6	0.0	0.5	0.2
Working in Partnership with Parents & Carers	Newcastle	0.0	0.0	0.0	5.3	0.0	0.0	0.5
	England	0.3	0.5	0.7	1.0	1.2	0.9	0.5
Organisation								
Suitable Person	Newcastle	0.0	0.0	0.0	5.3	0.0	0.0	0.5
	England	0.9	1.6	2.2	2.9	2.3	1.5	1.3
Organisation	Newcastle	0.8	0.0	8.3	15.8	0.0	7.1	3.1
	England	0.4	2.9	2.1	4.3	2.7	2.2	1.3
Documentation	Newcastle	0.0	0.0	8.3	15.8	7.1	7.1	3.1
	England	1.0	1.8	2.3	4.1	3.6	2.2	1.6

1. Only takes into account the most recent inspections (childcare only) where the report has been quality assured (checks complete) or has not been withdrawn from publication. Please refer to Appendix 4.
2. Please refer to Appendix 1 for definitions of the types of childcare provision.

Table 4.1: Judgement on the quality gradings from childcare and nursery education inspections of active providers, inspected between 01 April 2005 and 30 September 2006 (%)[1]

		Outstanding	Good	Satisfactory	Inadequate	Number[4]
Childcare Inspections[2]	Newcastle	4.6	60.5	30.3	4.6	195
	England	2.3	57.6	37.1	3.0	38378
Nursery Education Inspections[3]	Newcastle	4.8	76.2	14.3	4.8	21
	England	4.5	51.6	40.8	3.0	6334
Being Healthy[5]	Newcastle	5.6	56.4	37.4	0.5	195
	England	4.8	56.2	37.7	1.3	38378
Staying Safe[5]	Newcastle	6.7	59.0	33.3	1.0	195
	England	4.4	53.7	40.0	1.9	38378
Enjoying and Achieving	Newcastle	13.8	67.2	19.0	0.0	195
	England	8.4	64.0	26.8	0.7	38397
Making a Positive Contribution	Newcastle	7.2	61.5	30.8	0.5	195
	England	5.5	57.6	36.1	0.8	38397
Organisation	Newcastle	7.2	55.4	32.8	4.6	195
	England	4.3	48.2	44.6	2.9	38397
Quality of Teaching[6]	Newcastle	4.8	76.2	14.3	4.8	21
	England	5.3	50.9	40.9	2.9	6334
Partnership with Parents[6]	Newcastle	14.3	71.4	14.3	0.0	21
	England	8.9	58.2	31.2	1.6	6334
Leadership and Management[6]	Newcastle	4.8	76.2	14.3	4.8	21
	England	5.6	50.4	41.0	3.0	6334

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?[6]	Newcastle	100.0	0.0
	England	98.8	1.2

1. Only takes into account the most recent inspection visits where the reports have been quality assured (checks complete) or have not been withdrawn from publication. Please refer to Appendix 4.
2. 21 active childcare provider(s) offer nursery education as well as care and one grading under each outcome is given on inspection.
3. 0 nursery education provider(s) do not offer care.
4. In some cases, judgements on all ECM outcomes may not have been recorded. This will explain the slight differences in the total numbers.
5. The outcomes 'Being Healthy' and 'Staying Safe' are not measured in Nursery Education Inspections. This will explain any difference in the total numbers.
6. The outcomes 'Quality of Teaching', 'Partnership with Parents', 'Leadership and Management' and 'Spiritual, Moral, Social and Cultural Development' are not measures in Childcare Inspections.

Table 4.2: Judgement on the quality gradings of active childminders, inspected between 01 April 2005 and 30 September 2006 (%)

		Outstanding	Good	Satisfactory	Inadequate	Number[3]
Childcare Inspections[1]	Newcastle	5.7	63.1	30.3	0.8	122
	England	2.7	60.0	35.4	1.9	25867
Nursery Education Inspections[2]	Newcastle	-	-	-	-	0
	England	18.7	50.7	30.1	0.5	209
Being Healthy[4]	Newcastle	6.6	61.5	32.0	0.0	122
	England	5.6	58.3	35.1	0.9	25867
Staying Safe[4]	Newcastle	9.0	60.7	30.3	0.0	122
	England	5.0	55.0	38.8	1.1	25867
Enjoying and Achieving	Newcastle	18.0	66.4	15.6	0.0	122
	England	9.8	65.5	24.4	0.3	25867
Making a Positive Contribution	Newcastle	8.2	62.3	29.5	0.0	122
	England	5.9	57.9	35.8	0.5	25867
Organisation	Newcastle	9.0	62.3	27.9	0.8	122
	England	5.1	50.7	42.4	1.9	25867
Quality of Teaching[5]	Newcastle	-	-	-	-	0
	England	19.6	49.3	30.6	0.5	209
Partnership with Parents[5]	Newcastle	-	-	-	-	0
	England	27.8	50.2	22.0	0.0	209
Leadership and Management[5]	Newcastle	-	-	-	-	0
	England	19.6	50.7	29.2	0.5	209

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?[3]	Newcastle	0.0	0.0
	England	99.5	0.5

1. 0 active childminder(s) offer nursery education as well as care and one grading under each outcome is given on inspection.
2. 0 childminder(s) offer nursery education but do not offer care.
3. In some inspections, judgements on all ECM outcomes may not have been recorded. This will explain the slight differences in the total numbers.
4. The outcomes 'Being Healthy' and 'Staying Safe' are not measured in Nursery Education Inspections, this will thus explain a slight difference in the total numbers.
5. The outcomes 'Quality of Teaching', 'Partnership with Parents', 'Leadership and Management' and 'Spiritual, Moral, Social and Cultural Development' are not measures in Childcare Inspections.

Table 4.3: Judgement on the quality gradings of active day care providers[1], inspected between 01 April 2005 and 30 September 2006 (%)

		Outstanding	Good	Satisfactory	Inadequate	Number[3]
Childcare Inspections[2]	Newcastle	2.7	56.2	30.1	11.0	73
	England	1.3	52.7	40.8	5.2	12511
Nursery Education Inspections	Newcastle	4.8	76.2	14.3	4.8	21
	England	4.0	51.7	41.3	3.1	6109
Being Healthy[4]	Newcastle	4.1	47.9	46.6	1.4	73
	England	3.2	51.8	42.9	2.2	12511
Staying Safe[4]	Newcastle	2.7	56.2	38.4	2.7	73
	England	3.1	51.1	42.3	3.4	12511
Enjoying and Achieving	Newcastle	6.8	68.5	24.7	0.0	73
	England	5.5	61.0	31.9	1.5	12514
Making a Positive Contribution	Newcastle	5.5	60.3	32.9	1.4	73
	England	4.8	57.1	36.7	1.4	12514
Organisation	Newcastle	4.1	43.8	41.1	11.0	73
	England	2.7	43.0	49.2	5.2	12514
Quality of Teaching[5]	Newcastle	4.8	76.2	14.3	4.8	21
	England	4.7	51.0	41.3	3.0	6109
Partnership with Parents[5]	Newcastle	14.3	71.4	14.3	0.0	21
	England	8.2	58.5	31.5	1.7	6109
Leadership and Management[5]	Newcastle	4.8	76.2	14.3	4.8	21
	England	5.0	50.4	41.4	3.1	6109

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?[5]	Newcastle	100.0	0.0
	England	98.8	1.2

1. The word "day care" has been used as a term to refer to a combination of full, sessional, out of school, crèche and multiple day care provisions.
2. Some day care settings may only offer nursery education places. There are 0 day care provider(s) that offer funded nursery education only. This does not include Independent Schools. 21 registered day care provider(s) offer nursery education places as well as care.
3. In some inspections, judgements on all ECM outcomes may not have been recorded. This will explain the slight differences in the total numbers.
4. The outcomes 'Being Healthy' and 'Staying Safe' are not measures in Nursery Education Inspections, this will thus explain a slight difference in the total numbers.
5. The outcomes 'Quality of Teaching', 'Partnership with Parents', 'Leadership and Management' and 'Spiritual, Moral, Social and Cultural Development' are not measures in Childcare Inspections.

Table 4.4: Judgement on the quality gradings of active full day care providers, inspected between 01 April 2005 and 30 September 2006 (%)

		Outstanding	Good	Satisfactory	Inadequate	Number[3]
Childcare Inspections[1]	Newcastle	7.1	85.7	7.1	0.0	14
	England	1.9	57.9	35.8	4.4	4127
Nursery Education Inspections[2]	Newcastle	9.1	81.8	0.0	9.1	11
	England	4.0	51.9	40.9	3.2	3474
Being Healthy[4]	Newcastle	14.3	64.3	21.4	0.0	14
	England	5.1	56.7	35.8	2.3	4127
Staying Safe[4]	Newcastle	7.1	85.7	7.1	0.0	14
	England	4.3	57.1	35.5	3.1	4127
Enjoying and Achieving	Newcastle	28.6	64.3	7.1	0.0	14
	England	5.9	58.1	34.0	2.0	4127
Making a Positive Contribution	Newcastle	21.4	64.3	14.3	0.0	14
	England	6.4	60.6	31.5	1.6	4127
Organisation	Newcastle	14.3	78.6	7.1	0.0	14
	England	3.7	49.6	42.3	4.4	4127
Quality of Teaching[5]	Newcastle	9.1	81.8	0.0	9.1	11
	England	4.8	50.9	41.2	3.1	3474
Partnership with Parents[5]	Newcastle	18.2	72.7	9.1	0.0	11
	England	8.5	59.5	30.3	1.8	3474
Leadership and Management[5]	Newcastle	9.1	81.8	0.0	9.1	11
	England	5.2	51.3	40.2	3.3	3474

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?[5]	Newcastle	100.0	0.0
	England	98.8	1.2

1. 11 full day care provider(s) offer funded nursery education as well as care.
2. 0 full day care provider(s) offer nursery education but do not offer care.
3. In some inspections, judgements on all ECM outcomes may not have been recorded. This will explain the slight differences in the total numbers.
4. The outcomes 'Being Healthy' and 'Staying Safe' are not measures in Nursery Education Inspections, this will thus explain a slight difference in the total numbers.
5. The outcomes 'Quality of Teaching', 'Partnership with Parents', 'Leadership and Management' and 'Spiritual, Moral, Social and Cultural Development' are not measures in Childcare Inspections.

Table 4.5: Judgement on the quality gradings of active sessional day care providers, inspected between 01 April 2005 and 30 September 2006 (%)

		Outstanding	Good	Satisfactory	Inadequate	Number[3]
Childcare Inspections[1]	Newcastle	8.3	50.0	25.0	16.7	12
	England	1.1	56.9	37.8	4.2	2260
Nursery Education Inspections[2]	Newcastle	0.0	57.1	42.9	0.0	7
	England	3.1	52.8	41.2	2.9	1953
Being Healthy[4]	Newcastle	8.3	50.0	33.3	8.3	12
	England	3.0	55.9	39.7	1.4	2260
Staying Safe[4]	Newcastle	8.3	50.0	41.7	0.0	12
	England	3.4	57.3	36.6	2.6	2260
Enjoying and Achieving	Newcastle	8.3	58.3	33.3	0.0	12
	England	4.7	59.4	34.4	1.5	2261
Making a Positive Contribution	Newcastle	8.3	66.7	25.0	0.0	12
	England	4.6	60.5	33.7	1.2	2261
Organisation	Newcastle	8.3	33.3	41.7	16.7	12
	England	2.3	45.8	47.6	4.3	2261
Quality of Teaching[5]	Newcastle	0.0	57.1	42.9	0.0	7
	England	3.9	52.3	40.9	2.9	1953
Partnership with Parents[5]	Newcastle	0.0	71.4	28.6	0.0	7
	England	7.0	58.3	33.2	1.6	1953
Leadership and Management[5]	Newcastle	0.0	57.1	42.9	0.0	7
	England	3.9	50.1	43.1	2.9	1953

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?[5]	Newcastle	100.0	0.0
	England	99.0	1.0

1. 7 sessional day care provider(s) offer funded nursery education as well as care.
2. 0 sessional day care provider(s) offer nursery education but do not offer care.
3. In some inspections, judgements on all ECM outcomes may not have been recorded. This will explain the slight differences in the total numbers.
4. The outcomes 'Being Healthy' and 'Staying Safe' are not measures in Nursery Education Inspections, this will thus explain a slight difference in the total numbers.
5. The outcomes 'Quality of Teaching', 'Partnership with Parents', 'Leadership and Management' and 'Spiritual, Moral, Social and Cultural Development' are not measures in Childcare Inspections.

Table 4.6: Judgement on the quality gradings of active out of school day care providers[1], inspected between 01 April 2005 and 30 September 2006 (%)

		Outstanding	Good	Satisfactory	Inadequate	Number[2]
Childcare Inspections	Newcastle	0.0	47.4	31.6	21.1	19
	England	0.6	45.4	47.1	6.8	4146
Nursery Education Inspections	England					
Being Healthy	Newcastle	0.0	31.6	68.4	0.0	19
	England	1.4	45.3	50.7	2.6	4138
Staying Safe	Newcastle	0.0	42.1	52.6	5.3	19
	England	1.5	42.3	51.7	4.5	4138
Enjoying and Achieving	Newcastle	0.0	78.9	21.1	0.0	19
	England	5.5	64.2	29.1	1.2	4138
Making a Positive Contribution	Newcastle	0.0	47.4	47.4	5.3	19
	England	3.1	52.1	43.3	1.4	4138
Organisation	Newcastle	0.0	26.3	52.6	21.1	19
	England	1.5	34.6	57.1	6.8	4138
Quality of Teaching[3]	England					
Partnership with Parents[3]	England					
Leadership and Management[3]	England					

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?[3]	England		

1. Out of school day care providers cannot offer nursery education places when only registered to provide out of school day care, hence these areas are greyed out.
2. In some inspections, judgements on all children's outcomes may not have been recorded. This will explain the slight differences in the total numbers.
3. The outcomes 'Quality of Teaching', 'Partnership with Parents', 'Spiritual, Moral, Social and Cultural Development' are not measures in Childcare Inspections.

Table 4.7: Judgement on the quality gradings of active crèche day care providers[1], inspected between 01 April 2005 and 30 September 2006 (%)

		Outstanding	Good	Satisfactory	Inadequate	Number[2]
Childcare Inspections	Newcastle	0.0	28.6	64.3	7.1	14
	England	1.9	47.8	44.7	5.6	693
Nursery Education Inspections						
	England					
Being Healthy	Newcastle	0.0	35.7	64.3	0.0	14
	England	2.3	45.7	50.1	1.9	690
Staying Safe	Newcastle	0.0	28.6	64.3	7.1	14
	England	3.5	47.0	46.2	3.3	690
Enjoying and Achieving	Newcastle	0.0	42.9	57.1	0.0	14
	England	4.9	62.8	31.2	1.2	690
Making a Positive Contribution	Newcastle	0.0	35.7	64.3	0.0	14
	England	3.5	54.6	40.1	1.7	690
Organisation	Newcastle	0.0	35.7	57.1	7.1	14
	England	3.2	39.7	51.6	5.5	690
Quality of Teaching[3]						
	England					
Partnership with Parents[3]						
	England					
Leadership and Management[3]						
	England					

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?[3]			
	England		

1. Crèche day care providers cannot offer nursery education places when only registered to provide crèche day care, hence these areas are greyed out.
2. In some inspections, judgements on all children's outcomes may not have been recorded. This will explain the slight differences in the total numbers.
3. The outcomes 'Quality of Teaching', 'Partnership with Parents', 'Leadership and Management' and 'Spiritual, Moral, Social and Cultural Development' are not measures in Childcare Inspections.

Table 4.8: Judgement on the quality gradings of active Independent Schools[1], inspected between 01 April 2005 and 30 September 2006 (%)

		Outstanding	Good	Satisfactory	Inadequate	Number[2]
Childcare Inspections	England					
Nursery Education Inspections	Newcastle	-	-	-	-	0
	England	37.5	43.8	18.8	0.0	16
Being Healthy[3]	England					
Staying Safe[3]	England					
Enjoying and Achieving	Newcastle	-	-	-	-	0
	England	37.5	43.8	18.8	0.0	16
Making a Positive Contribution	Newcastle	-	-	-	-	0
	England	37.5	43.8	18.8	0.0	16
Organisation	Newcastle	-	-	-	-	0
	England	37.5	43.8	18.8	0.0	16
Quality of Teaching	Newcastle	-	-	-	-	0
	England	37.5	43.8	18.8	0.0	16
Partnership with Parents	Newcastle	-	-	-	-	0
	England	37.5	43.8	18.8	0.0	16
Leadership and Management	Newcastle	-	-	-	-	0
	England	37.5	37.5	25.0	0.0	16

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?	Newcastle	0.0	0.0
	England	100.0	0.0

1. When registered to provide childcare an Independent School is shown as a full day care provider. Independent Schools are only recorded as an Independent School when offering Nursery Education Places.
2. In some inspections, judgements on all ECM outcomes may not have been recorded. This will explain the slight differences in the total numbers.
3. The outcomes 'Being Healthy' and 'Staying Safe' are not measures in Nursery Education Inspections.

Table 4.9: Judgement on the quality gradings of active day care providers that offer multiple day care types and nursery education providers, inspected between 01 April 2005 and 30 September 2006 (%)

		Outstanding	Good	Satisfactory	Inadequate	Number[3]
Childcare Inspections[1]	Newcastle	0.0	71.4	21.4	7.1	14
	England	1.5	54.9	39.8	3.9	1285
Nursery Education Inspections[2]	Newcastle	0.0	100.0	0.0	0.0	3
	England	5.7	47.5	43.7	3.1	671
Being Healthy[4]	Newcastle	0.0	64.3	35.7	0.0	14
	England	3.4	52.6	42.2	1.8	1285
Staying Safe[4]	Newcastle	0.0	78.6	21.4	0.0	14
	England	4.1	51.7	41.5	2.7	1285
Enjoying and Achieving	Newcastle	0.0	92.9	7.1	0.0	14
	England	6.0	62.2	30.5	1.3	1287
Making a Positive Contribution	Newcastle	0.0	92.9	7.1	0.0	14
	England	6.0	57.4	35.4	1.2	1287
Organisation	Newcastle	0.0	52.9	41.2	5.9	17
	England	3.2	42.7	50.8	3.2	618
Quality of Teaching[5]	Newcastle	0.0	100.0	0.0	0.0	3
	England	6.0	47.7	43.2	3.1	671
Partnership with Parents[5]	Newcastle	33.3	66.7	0.0	0.0	3
	England	10.0	54.7	33.5	1.8	671
Leadership and Management[5]	Newcastle	0.0	100.0	0.0	0.0	3
	England	7.0	47.4	42.5	3.1	671

		Yes	No
Is spiritual, moral, social and cultural development fostered appropriately?[5]	Newcastle	100.0	0.0
	England	98.2	1.8

1. 3 providers who offer multiple day care also offer funded nursery education as well as care.
2. 0 multiple day care providers offer nursery education but do not offer care.
3. In some inspections, judgements on all ECM outcomes may not have been recorded. This will explain the slight differences in the total numbers.
4. The outcomes 'Being Healthy' and 'Staying Safe' are not measures in Nursery Education Inspections, this will thus explain a slight difference in the total numbers.
5. The outcomes 'Quality of Teaching', 'Partnership with Parents', 'Leadership and Management' and 'Spiritual, Moral, Social and Cultural Development' are not measures in Childcare Inspections.

Appendix 1: Definitions of Childcare Types

Childminder: A childminder is registered to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than two hours in any day.

Full Day Care: Facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises. Examples are day nurseries and Children's centres, and some family centres.

Sessional Day Care: Facilities where children under eight attend day care for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two sessions are offered in any one day, there is a break between sessions with no children in the care of the provider.

This is intended to cover provision which offers children part-time care and the opportunity to engage in activities with their peer group, e.g. playgroups.

Out of School Care: Facilities that provide day care for children under eight which operate during one or more of the following periods: before school; after school; and during the school holidays. The total care provided is for more than two hours in any day and for more than five days a year.

A main purpose of the provision is to look after children in the absence of their parents. This form of care can include children from three years old and children over eight may use it.

Examples are summer camps, holiday play schemes, breakfast clubs, after school clubs.

Open Access Schemes are included. These may be permanent of short term schemes and generally cater for older children, however, children aged five to seven may attend. The main purpose of the provision is to provide supervised play opportunities for children in a safe environment in the absence of their parents.

Crèches: Facilities that provide occasional care for children under eight and are provided on particular premises on more than five days a year. They need to be registered where they run for more than two hours a day, even when individual children attend for shorter periods. Some are in permanent premises and care for children while parents are engaged in particular activities, for example shopping or sport. Others are established on a temporary basis to care for children while their parents are involved in time-limited activities, for example a conference or exhibition.

Multiple Day Care Types: Some providers offer more than one type of day care, for example operating full day care and an out of school club. In this profile, these multiple day care types have been counted separately in Section 1 of the Summary and Detailed Analysis. In the other sections, the multiple day care types have been shown as single entities under their own category, to avoid double counting of inspections and actions issued.

Independent School: Schools that are independent of local authority or government control. An independent school may offer nursery education to children aged four and/or three years, and may claim nursery education funding for these children from the local authority. Ofsted inspects the nursery education provision in these schools under Section 122 of the School Standards and Framework Act (1998), (also known as S122 nursery education inspection).

Appendix 2: Summary of National Standards

Suitable person (Standard 1): Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

Organisation (Standard 2): The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

C*are, learning and play (Standard 3):* The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Physical environment (Standard 4): The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

Equipment (Standard 5): Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

Safety (Standard 6): The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

Health (Standard 7): The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

Food and drink (Standard 8): Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

Equal opportunities (Standard 9): The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

Special needs, including special educational needs and disabilities (Standard 10): The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

Behaviour (Standard 11): Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

Working in partnership with parents and carers (Standard 12): The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

Child protection (Standard 13): The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

Documentation (Standard 14): Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.

Appendix 3: Interpreting Significant Difference

Statistical significance involves determining whether the difference between two values may have occurred by chance. When a difference is seen as statistically significant, then it is 'less likely' to have occurred by chance. In practice, 'less likely' usually means that you would not expect the difference to occur in 95 out of 100 cases, and this is the standard used in this document. Smaller differences may still be important and illuminative.

The table below is similar to table 4.1 of the profile and shows that in the Local Authority 50% of providers were graded 'Outstanding' against 74.1% in England as a whole; a difference of 24.1 percentage points. Although this is an apparently large difference, is it significant?

		Outstanding	Good	Satisfactory	Inadequate	Number
Childcare Inspections	Local Authority	50.0	30.0	15.0	10.0	30
	England	74.1	25.9	0.0	0.0	243

In order to find out whether the difference is significant, we need to determine a 'confidence interval'. This can be found by looking at the sample proportion and the number of inspections, as shown in the reference table below. As to the proportion, we know that 50% of the Local Authority's inspections were judged 'Outstanding' (sample proportion), and this was based on 30 inspections (sample size). We can use the table to find that the difference between the Local Authority and England's figures needs to be at least 19% to be significant. This 19% is the confidence interval.

+/-		Sample Proportion				
		10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
Sample Size	10	21%	29%	33%	35%	36%
	20	14%	19%	21%	23%	23%
	30	11%	15%	17%	18%	19%

To determine whether this difference is statistically significant, we need to calculate the range for the Local Authority. To do this, we subtract 19% from 50% to get the lower range (31%) and then we add 19% to 50% to obtain the upper range (69%). We can say that, in 95 times out of 100, that the true figure lies between 31% and 69%, and figures outside of this range are significantly different. England's figure at 74.1% is greater than the upper range and shows that the England figure is significantly higher, and that the Local Authority is significantly lower.

Applying the same calculation to providers that are judged 'Good', we have a sample proportion of 30% and 30 inspections. Therefore, the difference must be at least 17% and the range, therefore is between 13% (30%-17%) and 47% (30%+17%). England's value is 25.9%, which falls within the range. We can say that the 'Good' figures for England and this Local Authority are NOT significantly different and may have occurred by chance.

The table below is a reference table to determine the confidence intervals for certain proportions and sample sizes.

Table: Size of difference required between sample proportion and national proportion to be statistically significant

+/-		Sample Proportion				
		10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
Sample Size	10	21%	29%	33%	35%	36%
	20	14%	19%	21%	23%	23%
	30	11%	15%	17%	18%	19%
	40	10%	13%	15%	16%	16%
	50	9%	11%	13%	14%	14%
	60	8%	10%	12%	13%	13%
	70	7%	10%	11%	12%	12%
	80	7%	9%	10%	11%	11%
	90	6%	8%	10%	10%	10%
	100	6%	8%	9%	10%	10%
	125	5%	7%	8%	9%	9%
	150	5%	6%	7%	8%	8%
	175	4%	6%	7%	7%	7%
	200	4%	6%	6%	7%	7%
	225	4%	5%	6%	6%	7%
	250	4%	5%	6%	6%	6%
	500	3%	4%	4%	4%	4%
	750	2%	3%	3%	4%	4%
	1000	2%	2%	3%	3%	3%

Appendix 4: Development stages of the reports

The two stages of development for a registration visit:

Draft

Final

The five stages of development for inspection reports:

Submitted in draft

Submitted in final

Checks complete

Report Issued

Report Published