



Barnardo's Nursery @ Blyth West Children's Centre

Inspection report for early years provision

Unique Reference Number	EY315732
Inspection date	12 May 2006
Inspector	Jasmin Myles-Wilson
Setting Address	Devonshire Place, Cowpen, Blyth, Northumberland, NE24 5QA
Telephone number	01670 541160
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Registered person	Barnardo's
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Barnardo's Nursery has been registered since 2005 and is operating from a large purpose-built building, Blyth West Children's Centre, based in Blyth, Northumberland. The nursery opens five days a week, Monday to Friday, and sessions run from 07.30 to 18.00, all year round. Children are cared for in four activity rooms, which are divided into different age groups. The nursery has an enclosed outside area.

Barnardo's Nursery is run by Barnardo's North East, based in Newcastle. There are

eight permanent members of staff to care for the children within the nursery; of these, four members of staff hold an appropriate early years qualification, and the four staff who are unqualified intend to work towards a suitable early years qualification. Students and volunteers are accepted within the setting, with supervision from staff members.

The nursery receives support from a qualified teacher, from the local first school, and the teaching methods used are the Foundation Stage and Birth to three matters framework. The nursery caters for children living within the local area and other surrounding areas. The group is registered to provide care for a maximum of 56 children aged from birth to five years. There are currently 22 children on roll, which includes three children who receive nursery education funding. The group supports children with learning difficulties and/or disabilities and who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to learn the importance of good personal hygiene through well established daily routines and simple explanations from staff. For example, children brush their teeth and staff talk children through washing their hands, telling them of the importance of washing their hands before eating food. Children also learn from the staff's good role model as they observe staff washing their hands after changing children's nappies and before handling food. High priority is given to maintaining good hygiene practices throughout the nursery to ensure the environment is healthy and the risk of illnesses is minimised, such as the use of anti-bacterial spray on all surfaces where food is served, use of colour-coded cloths for specific purposes, wearing shoe protectors, although the latter are not used consistently. Children know about the need to wear sun hats.

Outdoor play is accessible to children as often as possible. Children gain plenty of fresh air as they enjoy taking part in energetic physical activities, such as running or rolling down a little hill. An inside soft play area gives children the opportunity to exercise their bodies when outside play is limited. Such activities promote children's physical development and over-all good feeling.

Children benefit from the nutritious snacks and meals provided. They are learning about healthy foods, make independent selections from a variety of healthy snacks and enjoy what they eat. Staff work well with parents to meet each child's dietary needs. For example, babies home routine, for food and drink, is closely followed and staff record information and share it with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and well maintained environment. They are kept safe

because staff give children's safety high priority and take positive steps to promote it and ensure proper precautions are taken to prevent accidents. Good procedures and security systems are in place to ensure children's safety, for example, there is an intercom system and staff can view who is at the nursery door prior to them entering. The space is organised well so children can move freely and safely around the nursery and access some areas with minimal supervision which increases their independence.

The good storage and accessibility of play materials and equipment enable children to confidently select activities. There is a wide variety of activities which are safe and of good quality and children can access with freedom yet within safe boundaries.

The children are well protected because staff are deployed well and have a good working knowledge of child protection issues. They have a secure understanding of their roles and responsibilities in the protection of children. They continue to update their knowledge through training and discussions. The manager is very knowledgeable and handles concerns effectively and professionally.

Helping children achieve well and enjoy what they do

The provision is good.

Children have access to a good range of activities and play opportunities they enjoy. Staff use the Birth to three matters framework well to improve children's achievements and capabilities. Children enjoy taking part in purposeful activities, such as planting cress and watching it grow then using it to make sandwiches. Activities and resources are age appropriate and are easily accessible to children, promoting their independence and the uses of their senses. Babies benefit from continuity of care as their home routine is respected and followed in the nursery, making them feel settled. Interaction between staff and children is very good, which enables trusting relationships to be fostered. Staff spend their time in play with the children, giving them lots of affirmation and cuddles throughout the day and babies begin to develop their communication skills as staff respond to babbling, sing and talk to them.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a limited knowledge of the Foundation Stage of learning and provide satisfactory planned activities in which children can engage. However, their limited understanding and inexperience means they miss opportunities to extend children's learning, do not appropriately monitor or assess children's progress and next steps of learning. Staff ensure that children have a good balance of free play and structured play, which enables children to achieve satisfactorily in most areas of learning. For example, children become actively involved in staff-led activities, such as story time and singing well-known songs. Children show interest in numbers and shape recognition in their play. They can identify differences in sizes. However, children do not have enough opportunities to develop their counting and calculation skills, mathematical language, concepts and ideas in routine activities. There are also limited opportunities for children to write for a purpose and to operate equipment.

The staff work well together to ensure that children feel welcomed and accepted within the group. Most children settle well and have a positive approach to new experiences. They are happy to engage in activities they choose, showing a reasonable amount of concentration. Children work and play well together, share resources and talk about the activity they are doing. They enjoy exploring what happens when colours are mixed together and celebrate the results. Children are beginning to develop a sense of understanding about how the weather affects them. For example, they know that they need to wear a sun hat in the sun. They show curiosity about the world around them as they plant, water and watch seeds grow. Children are also interested in the lives of people familiar to them, for example, children ask about specific members of their family. They are competent in communicating and expressing their thoughts, with staff and each other. They develop confidence as they ask for support when needed and their request is appropriately responded to, by staff.

Children have good balance and move in a variety of ways, learn to negotiate space and move freely around the within environment, both inside and outside. They enjoy they ways in which they can exercise their bodies. Children develop confidence and control when using simple tools to achieve a desired result, such as using cutters to get a certain shape, when playing with dough.

Helping children make a positive contribution

The provision is good.

Children benefit from the staff's positive approach and good understanding of equal opportunities. Staff and parents work well together to ensure they are successful in meeting children's individual needs. They closely follow information supplied by the parents to ensure children are kept safe and are well cared for. Children are valued and key workers provide the support they need, as they know their children well.

There are opportunities for children to learn to respect, appreciate differences and develop an awareness of the wider world through a good variety of activities. For example, food tasting sessions, celebration of different festivals and creative activities such as making Chinese dragons and lanterns. Staff are very good role models and are calm, therefore, children learn what behaviour is acceptable, for example, saying please or reminding children to share rather than fight. Staff have good knowledge of effective strategies to manage behaviour to encourage children to behave positively. Children develop in self esteem and confidence as they receive lots of praise when they behave well, follow rules or make an achievement. The approach fosters children's spiritual, moral, social and cultural development.

Partnerships with parents are good. They have a friendly rapport and information is shared and obtained so children are effectively cared for. Because staff have an approachable manner, parents feel confident to share concerns. Staff and parents work well together to ensure success in meeting children's individual needs. Parents feel welcome and are given information to keep them well-informed of children's routines, what is happening within the provision and the education provided. This is done in a variety of ways, such as newsletters, verbal communication and daily

diaries, for children aged under two. Parents are able to take away the information given to them about nursery education so that they can read it at their leisure. Children's educational progress is shared with parents, on an informal basis.

Organisation

The organisation is good.

The nursery is organised in such a way that enables children to have the confidence and freedom to crawl and move around space safely. The environment is adapted effectively to suit the needs and ages of the children, giving them the scope to socialise with each other. Staff have good awareness of the nursery policies, such as safeguarding children. Documentation is well organised and confidentially stored. Parents work in partnership with the staff to ensure children are signed in and out on the daily registration system.

The leadership and management of the nursery is satisfactory. The manager is a suitable role model to staff through taking on a hands-on approach. She values the staff's input and has regular staff meetings and appraisals to ensure information is passed on. New staff are aware of what is expected of them and staff morale is good as they work together as a team, to provide children with a caring and happy environment. Staff take part in the nursery's 'in-house' training to make them aware of Every Child Matters issues and how it impacts on their care. The manager has identified areas of weakness, such as the staff's knowledge and planning of the Foundation Stage for learning. She also recognises that she needs to implement an effective system to monitor children's progress, in the six areas of learning.

Overall the provision meets the needs of the children attending.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop consistent practice in following hygiene procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's counting and calculation skills, and mathematical language in routine and daily activities
- develop staff's knowledge and understanding of the Foundation Stage
- monitor children's learning effectively to show a clear picture of the next step in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk