



Childsplay Claremont Nursery Co-operative Ltd

Inspection report for early years provision

Unique Reference Number	319148
Inspection date	06 March 2006
Inspector	Janet Fairhurst
Setting Address	17 Claremont Place, Newcastle upon Tyne, Tyne and Wear, NE2 4AA
Telephone number	0191 232 6957
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Registered person	Childsplay Claremont Nursery Co-operative Ltd
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

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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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Childsplay Claremont Nursery Co-operative has been registered since 1983. It is located in the centre of Newcastle, near to Newcastle University and the central motorway. Childsplay is a non-profit making organisation registered to look after 70 children aged from birth to under five years, though children are not usually admitted until they are six months old. Directed by a parent / staff co-operative, the nursery is open to the general public and is also used by parents attending or working at the

university.

Spread over three levels, the nursery has four main areas: the baby unit accommodating children aged from birth to 18 months; the toddler unit accommodates children from 18 to 27 months, the two to three unit accommodates children aged from 24 months to 36 months, and the pre-school unit accommodates children aged three years and over. There are currently 91 children on roll, of whom 21 receive funding. Children attend for a variety of sessions. The setting supports children with special needs and children with English as an additional language.

The nursery is open from 08:30 to 17:30 Monday to Friday all year round.

There are 21 members of staff, all of whom hold relevant childcare qualifications. There is also a secretary, kitchen and domestic staff. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because staff follow effective procedures and practices which meet children's physical, nutritional and health needs. They robustly maintain high standards of cleanliness and hygiene that minimise risks of cross infection and contamination successfully. Children gain very good awareness of hygiene and personal care through staff's excellent support and guidance for example, they instil in the children the importance of brushing their teeth after lunch, using tissues and gentle reminders to putting a hand over the mouth when coughing or sneezing. There are very effective hand washing routines in place that ensure children understand about the need to wash their hands before lunch and after playing out in the garden and their independence increases as they become competent and consistent in their personal care. A thorough written sickness policy ensures that risk of cross-infection from illness is effectively minimised.

Children develop, explore and test their physical control through an excellent range of indoor and outdoor activities for example, they climb up frames, ride wheeled toys and walk and run with energy and vigour. Planned indoor activities provide children with numerous opportunities to take part in physical exercise, such as their weekly dance sessions. Alternatively, children have a choice to go out in boots and raincoats to splash in puddles or see and feel the effects of the wind. Children who are not fully mobile crawl, roll and shuffle to get from one place to another. They practice new skills, such as standing, using staff and nursery furniture as supports. Activities such as, manipulating play dough, using writing tools and paintbrushes offer children excellent opportunities to develop their fine and gross motor skills and assist the development of hand and eye co-ordination. Young babies are cared for in an exemplary way. They build up excellent relationships with their key person. Their emotional well-being is truly fostered and they are very content, happy and settled. They rest, sleep and eat according to their individual routines.

Staff are very pro-active in helping children gain an excellent understanding of healthy eating, fresh air and exercise. For example, the older children are very knowledgeable about which foods are good or bad for them. They enjoy an excellent diet of fresh organic food which is lovingly prepared each day. Babies have the same high standards of food as all meals are prepared from fresh ingredients. Menus are based on seasonal produce to maintain quality. Staff have actively sought professional guidance with the regard to the menu's and all are nutritionally balanced using a recognised programme. Children have access to drinks at all times as jugs of water and cups are used as a visible reminder to them to have a drink and successfully promotes their independence. Children and staff sit together at meal times. Staff are very alert to the potential excellent learning opportunities during these times and they talk with the children about food, and help them to develop social skills and master the use of cutlery. Stimulating activities based around food help those children who have become disinterested in food regain their confidence and curiosity. For example, using real fruit and vegetable to make print-paint pictures, pasta and jelly play rejuvenate their senses and learn that food can be fun.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The children are kept extremely safe and secure within the setting by the excellent systems that are in place. For example, the use of digital door entry code, the robust management of visitors and the use of family security codes. The setting is well lit, well ventilated and very well organised which allows children to move freely and safely from one area to another. The children's overall experience within the setting has been given the highest consideration. Lots of natural light is used wherever possible, as well as soft furnishing such as quilts, cushions, and natural textures like wood. Homely spaces have been created to enable children to feel comfortable and secure. Colour choices for walls have been carefully thought-out and the nursery now boasts a blank canvas for children's own individual work to be displayed and enjoyed. Exceptional photographs of children at play decorate the walls of the nursery corridors helping to create the homely environment and provide parents and visitors with a fantastic insight into how children spend their time at the nursery.

Risks of accidental injury to children are effectively minimised because staff are well trained, extremely vigilant and use thorough risk assessments to reduce potential hazards. Children are empowered to take responsibility for their own safety. They are efficient at clearing up after themselves which is prompted by the excellent use of music and well timed verbal notification from staff. Children learn from experience how to keep themselves safe. For example, they practice emergency evacuation regularly and they are also taken on outings ensuring that they are competent at using safety crossings and coping with bus rides. Children also discuss how safety goggles work and why they should be worn when working in the wood work area, ensuring their awareness of safety is heightened and developed. The children talk knowledgeably about significant people in the community, such as police officers and fire fighters and they understand how they protect people.

Children use an outstanding range of safe toys and equipment that are appropriate to

their age and stage of development. These are stored attractively and children can self-select them easily and safely. Babies and toddlers have a wealth of opportunities to access natural play materials, from water play to the use of treasure basket and heuristic play. The excellent range of objects used are chosen to appeal to the baby's five senses and encourage development exceedingly well.

Children are very well protected from possible abuse or neglect. Staff receive training in child protection and are fully aware of the types of abuse and the signs to look out for. They have an excellent understanding of the policies and procedures to follow if they have any concerns and give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time in the nursery and achieve as much as they can in their play, learning and development. Children are animated and enthusiastic as they make choices about their activities. They play happily with each other and staff, learning to take turns and respond to others as they participate in a rich range of activities, puzzles and books. Staff's awareness and confident good use of the Birth to three matters framework is improving children's achievements. Children are developing excellent levels of confidence and self-esteem, which they use effectively to voice their choices, feelings and ideas. Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self. Early communication skills are extremely well-supported through high quality adult-child interactions. Staff successfully achieve a balance between supervised activities and allowing children freedom to create from their imagination and to take the leading role in their play. For example, during play with clay children's curiosity was diverted to the water, they began to tip the tray experimenting with the movement of the water. Staff used this opportunity to introduce new words such as splash, splosh and whoops. The children showed great enthusiasm and delight as staff encouraged them to make patterns on the floor with the water.

The quality of babies and toddlers' learning experiences is enriched as staff develop activities based upon the needs of the individual child. For example, they are encouraged to respond to the world imaginatively by adults' playful interactions that mimic children and encourage them to imitate them. Staff have a true understanding of the key worker system and this translates extremely well into their practice. They demonstrate this through their detailed knowledge of each child which ensure the children's needs are met exceedingly well. Through daily care routines of nappy changing, bed-times, mealtimes and play-times where each key worker builds a special relationship with the children ensuring that they feel totally secure, valued and confident. Staff sensitively interact with children and respond intuitively to their needs such as, when they are tired or upset. Extremely close and caring relationships between staff and children develop their self-esteem and promote a very strong sense of self. They are cared for tenderly and with great affection. Consequently, they feel secure, extremely happy and confident. They are eager to take part in stimulating activities that promote their development. For example, they enjoy tactile experiences such as finger painting, water, and jelly play.

Children with special needs are very well catered for. Staff have accessed additional training to ensure that they are able to make very effective progress. For example, use of visual symbols around the room and the sharing of skills ensure that they are fully included in all activities.

Older babies' and toddler's self-confidence and independence is effectively encouraged and nurtured as staff introduce them to appropriate group time such as singing and making meal-times a very sociable occasion. Staff constantly talk to young children explaining what they are doing which encourages children to link words and action. As the children learn to do things for themselves they gain confidence, knowing that the adult is close by, ready to give support and help if needed. Their curiosity is consistently stimulated and they are motivated to learn as they independently select from the exceptionally well planned activities and accessible resources.

Nursery Education

The quality of teaching and learning is outstanding and has a significant impact on children's learning. Staff have an excellent understanding of the Foundation Stage. Their approach to planning is innovative and based on careful and sensitive listening, observations and reflection, thus enabling them to give the utmost priority to child initiated, spontaneous play. The reflective planning is meticulously evaluated by staff who ensure that children are offered a range of rich experiences in all areas of learning. Staff skilfully extend children's own ideas in a most inspiring and challenging way. They invite and actively encourage children to undertake exploration and problem solving. For example, children were engrossed in an activity to make a safety harness, an idea originating from a visit made by the fire service and a television programme. Children were highly motivated throughout this activity as they considered and talked about what resources they would need and how they would join materials together. They used tools such as tape measures as they decided on length, and actively negotiated with each other to reach decisions and achieve their goal. This totally child-led activity encompassed many aspects of their learning and is a highly effective way of directing children towards independent learning. The well-established daily routines and consistently high expectations ensure that children learn to do things for themselves. Staff are highly skilled at asking questions that encourage children to think and talk, as a result children's interest is sustained and their skills and understanding are developed extremely well. They are very clear about what they want children to learn and make their teaching lively and engaging. Staff build secure relationships with the children and understand very well their needs and preferences. Highly efficient staff deployment ensures that the children receive help, total support and very good guidance when it is needed. Resources and activities are presented imaginatively to meet the needs of all children and to stimulate their curiosity and interest in learning.

Children have an excellent attitude to learning, are highly motivated and very keen to take part in all activities available to them. They settle happily and confidently on arrival and quickly gain confidence to take responsibility and initiative for their learning. They are highly independent and organise themselves effectively in a wide range of self-chosen activities. Children are very enthusiastic, and well motivated by activities, for example as they make a steering wheel for the fire engine using

recyclable materials and a safety harness to save people, they work together and converse with each other about their ideas and thoughts. They confidently express likes and dislikes, for example about favourite colours and show feelings, such as joy and excitement when moving to the sitting room area for dance sessions. The children are forming very close relationships and are actively encouraged to show sensitivity towards the needs and feelings of others. They demonstrate very good behaviour and are beginning to resolve their own conflicts. For example, when encouraged by staff two children began to talk about why one had said some silly words to them and how this had made the other feel, thus demonstrating a growing understanding of the consequences of their actions on others.

An excellent balance is apparent between the development of children's speaking and listening skills, and reading and writing skills. Children use language very confidently for communication as they express imaginative ideas, for instance in response to songs and action games. They listen attentively to instructions and each other during their small group time. Children demonstrate a desire to learn more as they continually ask questions and acquire new skills such as working with real tools in the woodwork area. Children's confidence and self-esteem is extremely well developed. They become animated and excited as they take the lead in activities and demonstrate to others what they know and can do. For example, one child confidently explained to other children what a scientist does. Older, more able children do very well in aspects of literacy. They confidently identify initial sounds and use these in writing their names and other words linked to their chosen activities; many are able to form recognisable letters and some do so correctly.

Children have a very good knowledge of simple shapes and are beginning to recognise some of their properties. For example, they know the difference between a square and a rectangle. They are able to confidently recognise shapes in everyday objects inside and outside the nursery. For example, when looking through recyclable materials, one child noticed a flat reel was a circle shape and could be used for a steering wheel. Staff's skilful questioning prompted the children to test out what else they could use to make steering wheels. This investigative approach adds excitement and fun to children's learning.

The children love to investigate their surrounding and show great curiosity by asking questions about what they can see. For example, how ice is formed on the outdoor water tray. Children understand how to follow a computer program and how to adjust the volume on a tape recorder. They show a natural care for living things as they observe their pet guinea pigs, making sure they have plenty of water and food inside their cage. The children select materials independently when making models and collages. They are developing skills extremely well, for example, how to join materials effectively and how to use a range of tools safely. They collaborate very well when using construction kits and know that they should wear safety goggles when working at the woodwork bench. They are developing a very good understanding of certain roles in society through visits by fire fighters and local outings to exciting places of interest such as the museum of antiquities and Alnwick Gardens.

The children develop an exceptional sense of space as they steer and manoeuvre wheeled toys skilfully around the designated area. Children gain very good levels of confidence and control in balancing, jumping and control over their bodies as they

participate in regular dance sessions carried out by a dance teacher. They manipulate small objects with a fine level of control and show very good co-ordination when, for example, making small holes in card to thread string through. They are dexterous at writing, painting with a variety of brushes, cutting, gluing and threading activities. Children are adept at using the wide range of resources. They often work on their own sustaining their concentration for long periods of time. For example, one child carefully scrutinises materials to establish which one would best meet her needs. The drawings and models children make are purposeful and the results are of a very good standard. Children's imagination are developed practically well through the stimulating materials and activities provided. These experiences extend children's knowledge effectively. Drawing maps and constructing streets in three dimensional form reminds them of their visit to Alnwick gardens and helps them to revisit their words and actions and thereby making their learning visible.

Helping children make a positive contribution

The provision is outstanding.

Children are eager to attend and relish their time in the safe setting which puts them first. Children play a dynamic part in the setting, where their individual needs are extremely well met. The setting has very effective arrangements to care for children with special needs and are strongly committed to inclusion. The excellent partnership between staff and parents encourages all to work together to meet each child's specific needs. Staff consistently praise and encourage children and have high, realistic expectations of them all, resulting in behaviour which is exemplary. For example, they are actively encouraged to think about the needs of others as they share and take turns, and enjoy the responsibility given to them such as, to set the table at meal times. Staff sensitively help them to resolve difficulties and praise is abundant, which promotes their self-esteem and confidence. Children develop a strong sense of belonging to the setting and become very familiar with routines and expectations. Babies enjoy secure relationships with trusted adults, who listen to them and are attentive to their needs.

All children are welcomed and play a full part in the nursery because staff value and respect each one of them. Children have good opportunities to learn about themselves, each other, and the world about them, through varied planned and spontaneous activities. They have access to a broad range of resources, play opportunities and activities, which reflects diversity and acknowledges cultural differences. The children see other aspects of the local community during their trips and outings. This stimulates lively conversation with other children and adults. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is outstanding. Very good information is given to parents before their child starts to outline the aims of the setting and familiarise them with nursery routines. They have superb opportunities to contribute to their child's learning, for example, by sharing the assessment and recording of their child's progress. Children are able to continue their education at home through effective systems such as borrowing story sacks and resources that provides ideas to extend children's' learning outside of the nursery environment. Parents have ample

opportunity to express their views and opinions through daily discussions with staff and at the regular parent's meetings. An excellent daily diary system ensures that staff and parents are kept fully informed about day-to-day and significant events in the children's lives. Parents contribution to the diaries are very highly valued by the staff. Children benefit greatly from the involvement of their parents. They are invited to attend special evening sessions dedicated to specific areas of learning for example, Birth to three framework and the use of phonics' to introduce pre-reading skills. This creates an optimum learning environment where children feel content and secure and which gives parents confidence in the care and education their children receive.

Organisation

The organisation is outstanding.

The nursery is extremely well organised and space is maximised to ensure that children have a warm, secure and very stimulating environment, according to their needs. Within this, staff are deployed in a highly effective way, enabling them to focus completely on the children. Consequently, the children are purposefully engaged in their play and are very happy and settled. Highly qualified and experienced staff know their roles and responsibilities and effectively implement routines that give children a vast range of experiences. Staff are courteous, friendly and helpful to visitors and parents, and are excellent role models to the children. Management and staff are constantly seeking to make the provision the best it can be, demonstrating their total commitment to the continuous improvement of the setting.

A highly effective key worker system is operated and ensures all staff have an excellent awareness of the children's needs. Staff use the Birth to three matters framework to inform their excellent practice with children whose age or development is under three year old. The staff's knowledge of the Foundation Stage is extremely good and totally effective in helping children to make good progress towards the early learning goals. Policies and procedures are of a very high standard. All documentation necessary for the efficient and safe management of the provision the welfare, care and learning of children is maintained effectively and stored in a confidential manner.

The leadership and management of the nursery is outstanding. Staff are guided by highly experienced and skilled management team who inspire, encourage and value their contributions. Detailed appraisals ensure that training needs are identified and staff need little encouragement to continue their training and personal development. They all work very well as a team and are highly motivated. The manager ensures that staff are very competent in delivering the curriculum guidance for the Foundation Stage and effectively monitors and reviews the quality of teaching through weekly meetings and a 'hands on approach'.

Overall the provision meets the needs of all children who attend.

Improvements since the last inspection

At the last inspection it was recommended that the provision document the procedures to be followed should an allegation of abuse be made against staff, ensure parents have access to the complaints procedure, administration of medication is countersigned by parents, registration records show where staff are working and the method of storing toothbrushes are appropriate.

The staff have worked very hard to address all the recommendation. All records and procedures are very clear and detailed and an alternative method to storage tooth brushes is successfully. These improvement have a positive impact on the children's overall well-being and safety.

Complaints since the last inspection

Ofsted received concerns regarding National Standard 1 - Suitable Person.

The concerns were originally shared with another agency. A Childcare Inspector from Ofsted Early Years then visited the provision in July 2004. An action was raised and satisfactorily met by the registered provider.

The provider remains qualified for registration.

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.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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