

Leam Lane Day Care Centre

Inspection report for early years provision

Unique reference number EY434702
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Inspector Janet Fairhurst

Setting address Leam Lane Community Centre, 129 Cotemedede,
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Leam Lane Day Care Centre opened in 2011 and is run by 4Children City Reach. It operates from the children's centre in the Leam Lane area of Gateshead. The day care opens Monday to Friday from 8am until 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions.

The day care is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 52 children may attend the day care at any one time, all of whom may be on the Early Years Register. There are currently 83 children on roll. The day care provides funded early education for three and four-year-olds. It supports a number of children with special educational needs and/or disabilities.

The day care employs 11 members of child care staff, all of whom hold appropriate early years qualifications. One member of staff has achieved Early Years Professional Status. The day care receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and uniqueness are acknowledged and supported, leading to children making overall good progress towards the early learning goals. The highly motivated and skilled staff team work extremely well with parents and other professional to ensure that they have an excellent awareness of each child's individuality. As a result, children develop strong relationships with each other, their peers and staff, and are highly motivated in their play. Effective organisation of the environment and resources within it ensures children are cared for in a nurturing setting where their safety and security is assured. Reflective practice ensures that improvements are identified and implemented. This impacts positively on the children and demonstrates a very good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the system of self-registration so that opportunities to challenge and extend children's learning are not missed.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their roles and responsibilities in protecting children. They are confident and familiar with the procedures to take should they have any concerns regarding a child in their care. A clearly written policy is in place which is also available to parents and carers. This highlights staff responsibilities in protecting children. All adults are vetted for suitability, visitors are monitored and children are diligently supervised at all times. Robust risk assessments for the premises and any outings children participate in are in place and reviewed, ensuring that all areas children have access to are safe and secure. Children have access to an excellent range of resources and materials that are suitable for their age and stage of development. These are presented imaginatively to meet the needs of all children and effectively stimulate their curiosity and interest in learning. Within this, staff are deployed in a highly effective way, enabling them to focus completely on the children. Consequently, the children are purposefully engaged throughout their time at nursery.

Diversity is promoted well within the setting. Partnerships with parents and carers are excellent. Very good information is given to parents before their child starts to outline the aims of the setting and familiarise them with nursery routines. Staff take time to get to know the children and their families before the placement commences, enabling children to settle quickly and for parents to feel totally confident in leaving them. The children's daily diaries inform parents about children's care and the activities they have enjoyed, and also encourage parents to make similar daily comments. Combined with the ongoing daily discussions the nursery holds parents' evenings where they have opportunities to learn more about their children's progress by looking at their learning journals and in-depth discussion with their key worker. This means that parents are actively involved in their child's learning and each child is fully supported in making good progress towards the early learning goals. Parents welcome the ideas and suggestions from staff on how to support their child's learning at home; for example, taking story sacks home. Opportunities for parents to play an active role in the life of the nursery have evolved with the formation of a constitutional parents group. This provides an excellent forum for their views to be shared and for further development in activities such as fund raising. Comments from parents are highly complimentary and clearly demonstrate that they value the care their children receive and are immensely pleased with their learning and development. Extensive and effective relationships with other provisions and professionals involved with the children are outstanding and contribute significantly to supporting each and every child's welfare and learning from their starting points. This is especially reflected in the work they carry out with children who have special educational needs and/or disabilities which is a key strength of the setting.

The provision is very well led and managed, and the staff team work cohesively to ensure that the needs of all children and their families are understood and met to the best of their ability. All staff take an active part in reflecting on improving practice to continually improve the service they offer and the outcomes for children. This reflective approach also extends to parents and staff are always

mindful of feedback it gets from them and are highly responsive to the ideas and suggestion made. For instance, parents suggested that nursery practitioners self register as well as the children so the children and staff know who are in on that day and this has been implemented. This demonstrates how parent's views are respected and highly valued.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development due to staff's secure knowledge, understanding and implementation of the Early Years Foundation Stage, along with excellent organisation of areas that empowers children to initiate their own ideas freely and easily. Staff's approach to planning is based on careful and sensitive listening, observations and reflection, thus enabling them to give priority to child initiated, spontaneous play. The arrangements for monitoring and tracking the individual progress of children on a day-to-day basis are effective and feed into assessments of what children know, can do and understand. The frequent observation and recording of each child's progress and interests provides a clear record of their development. The information is recorded in their 'Learning Journeys' which are an effective way of helping staff to plan for children's needs.

From an early age children are eager to join in and concentrate well. Babies and children confidently make choices about what to play with, readily helping themselves to toys, books and equipment. Children happily initiate ideas for play. For example, a group of children in the garden decided they wanted to use pipes to roll their balls down. This required a good amount of problem solving however they were not deterred and worked together to achieve their goal. Children have access to a range of information technology equipment. They push buttons and levers on electronic toys or use the computer to play a range of educational games. Children count, recognise and use numbers with increasing accuracy. Staff use fun number rhymes and colourful props to foster children's awareness. Number puzzles, threading beads and weighing equipment help children to develop an understanding of patterns and numbers. Children have good opportunities to make sense of the world around them as they act out home life in the role-play areas.

Children become confident speakers, with very good early support and strategies to help children with communication difficulties or delay. Children use descriptive language, express their ideas, negotiate and explain, for example, when working together to build rockets or at different activities, such as role play or during number games. Staff in the main plan an environment that reflects the importance of language through signs, notices and books. However, for some of the children the system of self-registration does not present sufficient challenge as photographs and text are used for all children. Children do have good opportunities to experiment with writing and make making marks as staff provide writing tools in all play areas. A love of books and stories is clearly shown with all children in the

nursery, even the very young children sit for some time looking at books encouraged by staff that value and capture children interest with the use of vocal alliteration and props. Babies and children are extremely sociable, play cooperatively and make very good friends. They show care and consideration for each other and develop a secure respect for the lives and customs of others, through using a wide range of meaningful resources and taking part in rewarding activities focussing on diversity.

Children behave very well, receive high levels of attention and are engaged in interesting activities. Consequently, they respect their peers and adults, play happily and understand the rules for working together. Children develop a good understanding about how to lead a healthy lifestyle. They are increasingly independent in seeing to their personal care and explain to others why they must go to the toilet and wash their hands properly before lunch. They make healthy choices about what to eat and drink during nourishing meals and snacks. Children thoroughly enjoy the opportunity to garden and undeterred by the rain enthusiastically dig the compost and plant the carrot seeds. This helps children to become aware of how produce are grown and healthy life style choices. Children are beginning to understand the need for recycling and conservation as they collect and use the water collected in their water butt. Babies and children relish regular outdoor play and being physically active, even during inclement weather they dress in their puddle suits and wellies and enthusiastically go outdoors. Children develop a good sense of how to keep safe through clear explanations and guidance from staff. For example, when on outings they learn to stop, look and listen when they come to a road, and regular drills are held to ensure that children and staff know what to do in the event of a fire or an emergency.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met