

Blaydon Day Care Centre

Inspection report for early years provision

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Inspector Janet Fairhurst

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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*.

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Description of the setting

Blaydon Day Care Centre was registered in 2011 and is run by 4Children. It operates from a purpose built building situated in the grounds of Parkhead Community Primary School. It is situated in the Blaydon area of Gateshead. The setting has access to an enclosed outdoor play area. The day care is open Monday to Friday from 8am until 6pm for all year round, except for Bank Holidays.

The provision is registered by Ofsted on the Early Years Register. A maximum of 54 children in the early years age group may attend at any one time with no more than 12 children aged under two years old. There are currently 44 children on roll. The setting supports children with special educational needs and/or disabilities.

The nursery employs seven members of staff, six of whom hold early years qualification to at least level 3 and one is a qualified teacher. The provision is registered to accept government funding for three- and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and feel safe in the nursery with staff that are caring and value each child's individuality. Progress from starting points is consistently good and children are motivated and keen to learn. Good partnerships with parents, carers, and other agencies ensure that, overall, information is shared effectively. The well-organised approach to self-evaluation enables staff and managers to review and monitor their provision, demonstrating a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the methods of working in partnership with other settings to support and complement the learning taking place
- review the organisation of snack times to ensure that children's spontaneous play is not interrupted.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as the setting has robust safeguarding procedures in place. For example, all staff attend regular training to ensure that they are fully aware of their role and responsibilities in working together to protect children. Rigorous checks are carried out to ensure that all staff are suitable to work with

children on a day-to-day basis. Staff carry out thorough risk assessments and daily safety checks of the setting, which ensures that hazards to children are minimised. Records, policies and procedures are well organised, reviewed and are effective in supporting children's safety and welfare.

The range of good quality resources, for both indoor and outdoor play and staff deployment are effective in providing a fully inclusive environment. All children are treated as unique individuals and have equal access to the activities, resources and experiences on offer. The routine of the day is generally well organised. However, as all children are required to stop and sit down for snack time, this unnecessarily interrupts their flow of play.

Children benefit greatly from staff working closely with parents. Parents are positively welcomed into the setting. Staff encourage their continued support and their input is highly valued. Parents are provided with a wealth of information about the setting, such as through regular newsletters and notice boards. There are good systems in place for gathering information about the children's development prior to them starting at the nursery. Parents complete 'all about me' books, containing details about children's individual needs. Effective methods of communication provide parents with valuable information about their child's personal care routines and progress. This is successfully achieved through the use of the 'to and fro' books and the sharing of children's 'learning journals', which parents are actively encouraged to contribute to. Written responses to customer satisfaction questionnaires show that they are very pleased with the service provided. The staff work very well with other professionals to identify and offer sensitive, individualised care for children with special educational needs and/or disabilities. Good relationships are building with the staff at the neighbouring school where a number of the children also attend. However, systems to share information regarding their individual learning have not yet been fully established.

The quality of children's care and outcomes for them are improving well. This is due to staff and management's realistic view of their strengths and areas for further development. The local authority and the setting's own internal quality processes are instrumental in ensuring that there is support and challenge through regular monitoring of the provision. They have made a number of improvements since registration and have a clear vision for the future development of the setting. For example, they plan to continue to improve the outdoor play area to create surfaces that allows children to use bikes, scooters and other wheeled toys.

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

Supportive and warm relationships between children and staff are very much in evidence within the setting. As a result, children make good progress in all areas of their learning. Staff implement clear procedures for assessing children. They draw on this information to inform activity planning and to capture children's attention, ensuring that they are offered activities, which interest them and promotes their individual development. The good practice of staff is further underpinned by the

detailed knowledge of each child's strengths, challenges and personal lives. This enables them to offer very good individualised support to children and especially those with special educational needs and/or disabilities.

Children's early communication is promoted well by adults, who support them to use and respond to speech effectively. For example, children demonstrated good social language skills when playing in the playhouse. They talked animatedly to their friends about the pretend fire and were beginning to ask questions and listen to the responses of their peers. In addition, during their circle time, the use of Makaton signing enables all children to communicate in ways, which are appropriate to them. Children have access to a range of books, which are supported by props such as puppets. Children learn to count in everyday situations, such as counting how many legs the daddy-long-legs have. They begin to learn about capacity as they fill and empty containers of different sizes in the water tray and solve problems when completing jigsaw puzzles.

Children's self-esteem is enhanced as their ideas are listened to. For example, children show great enthusiasm when they find a daddy-long-legs outside. They gather round talking about how many legs it has and identify the colours of its legs and wings. Children decide that they would like to draw it, so staff provide the resources for them. They add magnifying lens, so children can investigate the insect more closely. Conversations lead onto where the insect would live and enthusiastic attempts made to create a house from logs and branches. This fun and child-led approach to active learning enables children to make sense of what they see. This fosters a positive attitude to learning.

Children have access to a wide variety of resources for craft independently from storage. They quickly become engrossed in imaginary play using a variety of small world resources and negotiate roles and develop ideas. Children have opportunities to learn about the use of information and communication technology, therefore, gaining valuable skills for the future. For example, they use resources, such as, tape recorder, keyboards and digital camera, while very young children access more interactive toys, pressing the buttons and dial, causing sound and light. Visual timetables and being able to keep their belongings in their own drawer, aids children's independence and helps to develop a sense of belonging.

Staff manage children's behaviour well and makes sure that they understand the importance of considering others, for example, sharing and taking turns. Good hygiene procedures are fully embedded to prevent the risk of infection. Children routinely wash their hands after playing outside and before meal times. They choose from a range of fruits and vegetables at snack time, help themselves to drinks and serve themselves at lunch time. Children learn to adopt healthy lifestyles and enjoy the benefits of daily physical activity as they run around and play with bats and balls outside. They also enjoy going on walks to explore the local environment around them. Staff use these outings to teach children about road safety and how to keep themselves safe. They regularly practise fire drills, so that all staff and children know what to do in 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

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

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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	2
The extent to which children develop skills for the future	2

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