

Bensham Grove Day Care Centre

Inspection report for early years provision

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Inspector Anthea Errington

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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

Bensham Grove Day Care Centre opened in 2011. It is run by 4 Children, City Reach and is one of 15 nurseries in the North East. It operates from Bensham Grove Nursery School in Gateshead.

A maximum of 55 children may attend the setting at any one time and there are currently 118 children on roll. The setting is open Monday to Friday from 8am until 6pm for 51 weeks of the year. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The setting employs 13 members of staff, all of whom hold an appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an extremely warm, caring and inclusive environment. Staff members are fully aware of children's individual development, and their supportive relationships with the children, as well as their extensive knowledge of childcare, underpin the very good progress children make in their learning and development. Effective systems to observe and assess children are in place, which ensures their next steps of learning are skilfully planned for. This, combined with excellent links with parents and the good relationships with other professionals, ensures that children's overall needs are very well met. A wide range of good quality resources and displays are available to the majority of children, and highly effective systems for ongoing self-evaluation ensure the setting continually improves on the quality of the provision it offers.

What steps need to be taken to improve provision further?

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

- plan and develop an environment which is rich in symbols, particularly numbers, to support children's understanding further
- support all ages of children to develop their information and communication technology skills by providing them with a range of equipment in full working order.

The effectiveness of leadership and management of the early years provision

Staff members are well informed of their roles and responsibilities to ensure children's safety and well-being, and they demonstrate a good understanding of the procedures to follow should they have concerns. The written informative safeguarding policy ensures parents are aware of the procedures followed.

Documentation evidences that all staff are vetted and the identity of visitors is checked. All required documents are in place, including accident, medication and attendance records. These, along with thorough written risk assessments and daily safety checks for all aspects of care, greatly reduce risks to children. Staff deployment is very good and they work effectively to ensure all areas are fully supervised at all times. A detailed evacuation plan is in place to support children's safety, accompanied by a record of fire evacuation drills.

Documentation is comprehensive, clearly formatted and is effectively organised to support the efficient and safe management of the provision. There are well-organised policies and procedures in place which parents receive copies of. Those in charge have exceptionally high aspirations for the quality of the setting's provision. This is evident in the thorough self-evaluation process, which is comprehensive and takes into account the views of all users, providing an accurate assessment of the setting's strengths and areas for improvement. The nursery is extremely well supported by a very competent staff team who are dedicated to ongoing professional development. They display a positive attitude towards equality and diversity, and all children are encouraged to participate in the full range of activities available. Children are taught to respect and accept differences and have access to a good range of resources which further develop their awareness and understanding of the wider world. Play areas, combined with fantastic outdoor play spaces, help support children's learning and imaginative play.

All staff are highly motivated and ensure first-class relationships with parents are maintained. The support and opinions of parents are highly valued by the setting, which has recently implemented and gathered parents' views through the use of questionnaires. In addition, a comments box, key person meetings, daily conversations, daily diaries, message boards and letters ensure information is systematically shared. Within the setting there is a strong partnership with parents and carers which is demonstrated through the open-door policy, home-nursery booklets and resources for children and families to use at home. Parents state that they are constantly impressed with standard of care their children receive and that their children bond well with staff members. The setting is committed to maintaining positive relationships with other provisions delivering the Early Years Foundation Stage and work closely with the adjoining nursery school, ensuring the efficient exchange of relevant information about individual children.

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

Staff demonstrate their full understanding and are well informed with regard to the Early Years Foundation Stage and child development. This, combined with the use of an effective key worker system, detailed observation and assessments, and individual learning goals for each child, ensures children are making very good progress in all areas. Children constantly receive purposeful support from the staff members so they feel safe, valued and secure, which increases their desire to learn. They clearly enjoy their learning, which is evident through their engagement in the activities and the way they respond to the staff members and other children.

Children are learning to respect and value one another and demonstrate their negotiating skills well. They share and take turns and listen carefully to staff, who respond to them with patience and purposeful care. Children make very good progress in their communication and language and have many opportunities to develop their skills. Babies thoroughly enjoy exploring the texture of porridge and glitter, and practise making marks as they make purposeful prints using their hands and feet. Children are confident to express themselves in group situations and respond to questions initiated by staff, engaging in meaningful conversations. For example, they discuss whether coats are required for outdoor play and comment that it is both raining and sunny and that they may see a rainbow.

Children have opportunities to discover the natural world, and staff members are extremely skilled as they engage children's interest in a bug hunt. They make various discoveries underneath the tree stumps and discuss how the bugs like the cold, damp earth. They practise their counting skills as they attempt to count the legs of a spider and skilfully match the ladybird they find to the one printed on their factsheets. Younger children also make good progress in their problem solving and numeracy skills as they discuss the shapes of the jigsaw pieces, supported well by staff members as they complete their tasks. Children count out aloud and use shape sorters and colour matching games to support their understanding further. Some resources, such as puzzles and books, support children in their number recognition. Children in the older age group have access to many resources which support their information and communication technology skills well. However, resources available to younger children are not always working. Staff are skilled in engaging with children and encourage their imagination and creativity. Children earnestly engage in imaginative play, pretending to make ice creams and using the various moulds in the sand pit to assist them. They dress up as pirates and skilfully build a 'pirate ship' using large wooden blocks. They discuss the fish they pretend to catch and demonstrate their understanding between reality and make believe.

The staff are fully committed and take all required steps to ensure children's welfare needs are fully met. Children are taught effective systems to keep themselves safe and regularly risk assess their own safety and adopt safe and responsible practices in play. For example, they learn to negotiate and move safely between the various levels outdoors. They use fixed ropes to pull themselves up steep slopes and slow down as they run down the ramps. Outdoor play is a central feature of the day and children love to explore in the well-planned and thoughtfully resourced outside areas. They visibly enjoy the freedom to explore and play outdoors, which contributes towards their very good health as they gain increasing control over their bodies. Highly nutritious snacks which children choose for themselves support their healthy lifestyles, and snack time provides children with a real context for social interaction. They behave exceptionally well and respond positively towards staff members, who have realistic expectations in accordance with children's ages and stages of development and are very good role models to them.

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	1

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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	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