

Bede Sure Start

Inspection report for early years provision

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Inspector Julie Morrison

Setting address Inverness Road, JARROW, Tyne and Wear, NE32 4AQ

Telephone number 0191 422 0030
Email julie.campbell@southtyneside.gov.uk
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

Bede Sure Start nursery was registered in 2004 and is run by the local authority. It operates from five play rooms in self-contained facilities within the Sure Start Centre. The centre is situated in a residential area of Jarrow. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. All children have access to enclosed outdoor play areas.

The nursery is registered by Ofsted on the Early Years Register for a maximum of 64 children at any one time. They are also registered to provide care for children over five years of age, this provision is registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently cares for children aged up to three years of age, they have 30 children in this age range on roll. The nursery supports children with special educational needs, and also children who speak English as an additional language.

The nursery employs eight members of staff. Of these, one member of staff is qualified to level six, three to level four and four at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are effectively met through the good quality care and education provided by enthusiastic early years staff. The nursery provides an inclusive, welcoming and friendly environment where good procedures are in place to ensure children are kept safe and secure. Children make good progress in their learning and development overall as staff have a well-developed knowledge of each child's individual needs and use this to provide a wide range of activities which covers all areas of learning. Partnerships with parents are strong, and these are combined with highly effective partnerships with other professionals to ensure that safeguarding and promoting children's individual needs is at the forefront of their practice. Staff and management work very well as a team, they are committed to developing the setting and promoting outcomes for every child and family. As a result the capacity to improve is strong.

What steps need to be taken to improve provision further?

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

- consider implementing a second key person system to further support continuity for children and parents in times of staff absence.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by qualified, experienced staff who promote children's safety and welfare throughout the nursery. Robust safeguarding policies and procedures are implemented by trained staff who have a good understanding of their roles and responsibilities should they have any concerns regarding the children in their care. Children's safety and welfare indoors, outside and during outings is promoted effectively. This is through the completion of detailed written risk assessments and daily checks. The recruitment and induction process is robust and ensures staff working with the children are suitable to do so. Regular one-to-one supervision sessions and yearly appraisals are used effectively to enable staff to progress and build upon their skills. All documents to safeguard children are in place and effectively maintained, for example daily registers, accident records, children's records and parental consents. This successfully supports children's welfare.

Staff and management demonstrate an on-going commitment to further developing their skills and knowledge to improve outcomes for children. They meet regularly to reflect on practice and have made good use of the Ofsted self-evaluation form and action plans to identify areas for improvement. They continue to make improvements and all recommendations made at the previous inspection have been successfully addressed. This includes developing a secure outside area to safely store pushchairs. Staff deployment is good, ensuring that all children are fully supervised and receive support and encouragement throughout the day. The nursery provides a very enabling environment in which resources inside and out are plentiful and well organised to promote the children's independent choices. Colourful displays of the children's work alongside photographs decorate the nursery walls, creating a homely environment and provide parents and visitors with an insight into how children spend their time at the nursery.

Parents at the nursery feel valued and respected. They express high regard for the staff and describe the setting as a 'brilliant nursery' explaining, 'it is the little things that staff do that make all the difference'. Effective systems are in place to ensure that parents are well informed about the nursery, this includes in-depth one-to-one sessions at the start, informative noticeboards and regular newsletters. Daily diary sheets for parents of younger children, along with verbal feedback, parents evenings and an open door policy, ensures that parents are kept well informed about their child's progress. The allocation of a key person further supports the close relationships with parents. However, a second key worker system has not been introduced to further develop this. This means that in times of staff absence parents do not have a key person to liaise directly with. The setting supports equality and inclusion throughout their practice, for example gathering key words to support children who speak more than one language. Staff and management work extremely efficiently with other professionals and agencies, such as social workers, physiotherapists and speech and language therapists, to ensure that children and their families get all the help and support that they require. This highly collaborative approach ensures that all children including those with special educational needs have their individual needs met well. Children benefit from

excellent arrangements for transition to other nurseries, such as inviting other nurseries to the setting to meet the children. This successfully supports continuity of learning and care for all children.

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

Children are happy, confident and settled in the staff's company. They are familiar with their surroundings and know the routines well. This is supported effectively by staff as they make good use of songs to encourage children to join in with the daily routine for example, at tidy up time and washing their hands. Staff have a good understanding of the Early Years Foundation Stage and use this to promote a wide range of activities which cover all areas of learning. The staff clearly know the children well and talk confidently about their next stages of development and their individual interests. This supports children in making good progress towards the early learning goals. Information gathered at the start from parents about children's interests is combined with observations to identify children's individual starting points. Staff encourage parents to provide information about children's learning and experiences at home. These are used alongside observations, photographs and identified next steps in children's development. This means that children's individual needs and interests are effectively used by staff to plan activities that support their individual needs. This in turn helps them to achieve successfully.

Children at the nursery are generally well behaved. They have developed close relationships with the staff and this is evident as they approach them confidently with questions or for reassurance. Staff also provide constant praise for achievement, this further develops children's self-esteem and confidence. Most children enjoy group activities, such as circle time; they listen attentively to stories and join in enthusiastically with their favourite songs. These activities help children to gain speaking and listening skills. Children's language and communication skills are further supported by staff through play and planned activities. For example, they encourage children to explore 'hot and cold', encouraging them to describe how it feels. Children clearly enjoy books, they select them independently and 'read' the stories out loud to their friends. They learn to cooperate with each other as they make train tracks and take turns on ride on toys. This helps them to develop skills for the future. Children's counting skills are developed through everyday play and activities, such as singing counting rhymes or counting how many grapes they have in their pot. All children have access to a wide range of creative resources including natural materials, which enables them to learn through their senses. For example, playing with water and sand, and cutting, smelling and tasting different fruits. Staff support their learning well as they encourage them to describe how the fruit feels and tastes. Children have a growing understanding of the world that they live in through a variety of well-planned and spontaneous activities, such as planting seeds and bug hunting. Upon taking an interest in butterflies in the garden staff build upon this for the young children by bringing the butterfly habitat from the older children's room in for them to view them close up. This is then followed up by stories such as about a hungry caterpillar to build upon their interest. Children have some opportunities to develop

their information, communication and technology skills as they use toy telephones, tills and calculators as part of their play. However, resources to further support these skills are not in place. This has however, been recognised by management as an area for further development. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through discussion and a range of resources and planned activities, such as trying foods from around the world.

Children's health and well-being are promoted well at the nursery. All children have free flow access to the well-resourced outdoor play area where they take part in a variety of experiences that promote a healthy lifestyle. For example, climbing, balancing and playing on ride-on toys. The children have good opportunities to learn about healthy eating as the nursery provides a balanced range of healthy and nutritious meals and snacks which take into account any dietary requirements. Children are beginning to manage their self-care well, for example they wash their hands independently and brush their teeth after lunch. They are developing a good understanding of safety as they take part in regular fire drills and learn about road safety through their role play. Gentle reminders from staff, for example not to climb on chairs, further supports their growing understanding of how to keep safe.

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	1
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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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