

Wallsend Creche

Wallsend Childrens Centre, North Road, WALLSEND, Tyne and Wear, NE28 8RH

Inspection date	18/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The children are cared for by a staff team who clearly enjoy their time with them; they show warmth and are sensitive to their individual needs. Consequently, children feel secure, behave well and enjoy their play both indoors and outdoors.
- Staff have a good knowledge and understanding of how children learn and this ensures that all children make good progress in relation to their starting points.
- Education programmes cover each of the seven areas of learning. These include a range of interesting activities and experiences for children to enjoy.
- The staff demonstrate a good understanding of their responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.

It is not yet outstanding because

- Children's observations files are in place, but they do not provide enough information about what children know and can do.
- Systems to involve parents in practical ways to support their child's learning and development at home are not yet fully developed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and the garden.
- The inspector spoke with staff at appropriate times throughout the visit and observed practices with children.
- The inspector looked at children's learning journeys, planning documentation, and a selection of policy documents and children's records.
- The inspector also took account of the views of three parents spoken to on the day.

Inspector

Jacqui West

Full Report

Information about the setting

Wallsend creche originally registered in 2005 and re-registered in 2012 due to a change in management. The setting is managed by the company 4Children. The creche is located within the Sure Start Centre in Wallsend, North Tyneside and is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 40 children on roll of these all are in the early years age range. The creche is open throughout the year depending on need. Children have access to the designated playroom and associated

facilities. There are three staff that work with the children, of these two staff hold a level three qualification and one member of staff holds a level two qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further systems to record individual achievements which reflect progress for every child
- develop further systems to support parents in assisting their child's learning and development at home and capture their input as part of the monitoring and assessment process.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff base a strong emphasis on children's learning through play, activities are planned to meet children's individual needs and their development is purposefully supported. This ensures that they make good progress in their learning and development, taking into account their starting points. Consequently, children are being well prepared for the next stage in their learning. Staff are fully aware of the children's individual needs. Parents share detailed information about their child on admission. Therefore, staff plan appropriate experiences that meet children's needs. Staff regularly observe and accurately assess the progress children are making. They regularly talk to parents and provide some support and ideas that extend their child's progress at home. However, systems to record and fully embrace the input from parents are not fully developed to reflect the strong partnership work and progress the children make.

Children have easy access to a good range of resources and toys that are stored at their level. Consequently, children gain skills in becoming independent as they readily self-select what they would like to play with. The indoor and outdoor areas are effectively organised to provide children with experiences across the seven areas of learning. At times throughout the day children are encouraged to move freely between the indoor and outdoor play areas.

Children's communication and language development is fully supported by the staff. For example, staff engage on the children's level and introduce new vocabulary during play such as, exploring what is multi-coloured. For babies and young children staff use lots of facial expressions and eye contact. They talk and sing with the children during play and

readily respond and acknowledge any communication made. Staff follow the children's lead and interests. For example, staff support children's imaginary play as they provide blue towels in the play boat to represent the water. Toddlers develop confidence in their physical skills as they learn how to safely climb the steps of the slide. The staff interact positively with the children and this encourages their personal, social and emotional development. They give lots of purposeful praise and encouragement to ensure children's achievements are recognised, this develops children's self-esteem. Children are encouraged to share, take turns and are becoming aware of the needs of others. Children are beginning to learn about themselves and the world around them. They participate in cultural celebrations and play with toys that reflect positive images of others. Therefore, they are beginning to develop an understanding about differences in people in our society. Staff are aware of key words in children's home language and encourage children to use their home language in their play. This helps children to feel valued and included.

Partnership with parents is good. Parents are welcomed into the setting and invited to settle their child in gradually. This helps children settle and feel secure in the surroundings. Parents share information on their child's likes and interests, dietary needs and their overall development and abilities. Parents of very young babies are encouraged to share as much information as possible in relation to their child's individual routine. Consequently, this enables staff to deliver care tailored towards children's individual needs. Parents speak highly of the creche, written comments include 'I feel safe to leave my child with them, great and safe for my child'.

The contribution of the early years provision to the well-being of children

A well-planned key person system helps children form secure attachments, which promotes their well-being and independence effectively. Children are happy, confident, secure and settling well. Their behaviour shows that they feel safe. For example, they confidently explore the environment and engage in activities of their choice, such as pretend play in the role play area. Adult support helps children make progress in developing relationships with their peers.

Children play in a well-resourced, welcoming environment that supports their feelings of security and self-confidence. Safety is given a high priority and the use of ongoing risk assessment ensures children can explore and investigate their surroundings safely. Children are learning how to keep themselves safe through gentle reminders they receive from staff. For example, staff remind them not to climb over furniture.

Children are encouraged to develop a healthy lifestyle. They are keen to play outside and access the many activities on offer such as, musical instruments, balls and climbing equipment. Children enjoy access to the large garden where they have more space to develop their physical skills. They run and change direction with confidence. Babies are provided with sufficient time for rest as well as time to develop their physical skills, for example staff provide safe areas for the babies to practice rolling over. Children begin to develop an understanding of good hygiene practices as they readily wash their hands after going to the toilet and before eating food. Staff provide healthy snacks and drinks such as,

fruit and water the children develop their independence and confidence as they choose the fruit they would like.

The effectiveness of the leadership and management of the early years provision

The creche has clear and robust policies and procedures regarding safeguarding, which are clearly understood by staff. All staff have a secure understanding of safeguarding issues and the procedures to follow should they have concerns about a child. Staff undertake regular training to ensure their knowledge and understanding of procedures are kept up-to-date. Robust vetting procedures ensure that all practitioners working with children are suitable to do so. Appraisals systems assess practitioner's ongoing suitability and identify training needs. Robust procedures for arrival and departure ensure children are handed over safely to a known adult. Effective risk assessments ensure any potential risks to children are minimised.

Staff have a good knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. Staff have files for each child to record their progress however, these are not yet fully developed to ensure children's true progress is captured. Children with English as an additional language are well supported and support is in place to help them achieve their full potential. Effective partnerships with other providers contribute towards ensuring continuity of care for individual children and smooth transitions to nursery.

Staff are fully committed to further develop and improve the quality of the provision and practice. The management team and staff have established a self-evaluation process to monitor the provision and identify priorities for improvement. The views of staff, children and their parents are taken into account and influence change and help to meet the needs of the service users. On-going staff training, sharing good practice and evaluating everyday practices ensure continuous improvements are effectively maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445842
Local authority	North Tyneside
Inspection number	793996
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8

Total number of places	13
Number of children on roll	40
Name of provider	4 Children
Date of previous inspection	Not applicable
Telephone number	07795958229

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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