

South Tyneside Early Excellence Centre

Bedewell Early Years Excellence Centre, Campbell Park Road, HEBBURN, Tyne and Wear, NE31 1QY

Inspection date	03/12/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Staff use observation and assessment well to check the progress the children are making in their learning. This information is shared with parents and used by staff to plan precisely the next steps in their learning. This allows staff to identify any gaps in children's learning and enables them to give effective and timely support.
- Staff are caring and thoughtful individual who nurture the children well. The good quality of care provided by the staff enables children to grow in confidence and become enthusiastic young learners.
- The strong partnership with parents is a particular strength of the nursery. They learn about their child's learning as well as how best to help their children to learn at home. Parents are very active participants in their child's education and are overwhelmingly positive about the nursery's effectiveness.

It is not yet outstanding because

- Very occasionally some staff within the preschool room are too quick to support children rather than allowing them to develop their own ideas and problem solving skills. Which results in their flow of play being interrupted.
- Writing tools in the role play and construction areas are not always accessible to help build upon children's interest in early writing and mark making skills.

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 preschool room, pre-nursery room and the baby unit and completed a joint observation with the senior nursery officer.
- The inspector held a meeting with the senior nursery officer and the access to service for children and childcare coordinator.
- The inspector looked at children's assessment records, the planning for each age group, children's tracking data and children's learning journals.
- The inspector checked evidence of suitability and qualification of practitioners working with the children and a sample of the setting policies and procedures and the online self-evaluation form.
- The inspector took account of the views of parent's spoken to on the day of the inspection.

Inspector

Janet Fairhurst

Full Report

Information about the setting

South Tyneside Early Excellence Centre nursery was originally registered in 2004 and re-registered in 2012. It is situated in a purpose-built premises in South Tyneside Early Excellence Centre, and is managed by South Tyneside local authority. The nursery serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play. The nursery opens Monday to Friday for 48 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 63 children on roll. The nursery provides funded early education for two-year-old children and supports children with special needs and/or disabilities. The nursery employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications. One member of staff has Early Years Professional Status.

What the setting needs to do to improve further

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

- provide further opportunities to encourage pre-school children to mark make and practise early writing skills by providing writing tools in areas such as the role play and construction areas
- sustain children's engagement in self-initiated play by ensuring staff join in with their play sensitively to ensure their flow of play is not interrupted and they are allowed to explore their own ideas and problem-solving skills.

Inspection judgements

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

The children benefit from the good knowledge and understanding the staff have of the Early Years Foundation Stage. There is a good balance between activities that children choose for themselves and those which adults encourage them to try. Staff consistently

plan around individual children's interests, stages of development and information received from parents. The information gained from observations is collated into individual learning journals and supported by photographs and narrative observation. These are linked into the prime and specific areas of learning and development and are used well to inform and plan the next steps in children's learning. Data is collected in order to track children's progress and is effectively used to identify any gaps in children's learning. This enables staff to build in the support that is required to ensure that all children achieve as much as they can.

Children including those with special educational needs, have a good attitude to learning. They are motivated and keen to explore and learn; this contributes significantly to the progress they make. All children achieve very well in personal, social and emotional development where staff place particular emphasis on developing children confidence and self-esteem. The teaching of older children is particular strong. Here the children are highly independent and organise themselves effectively in a wide range of self-chosen activities. However, very occasionally some of the staff based in the pre-school room are too quick to support children rather than allowing them to develop their own ideas and problem-solving skills. For example, a group of children decided to build a den and gathered some of the resources they wanted to use. Although very well intended a member of staff stepped in and the flow of children's play was interrupted causing them to become a little boisterous. Pre-school children do well in aspects of literacy. They show good levels of achievement in early reading and letter recognition. For example, they identify initial sounds and use this in their attempt to write their names and form familiar letters. Boys especially like to draw and mark make with some of them demonstrating their skills by creating quite sophisticated drawings of motor bikes. However, opportunities to build on this are not fully capitalised on as pens and pencils are not available in all areas such as the construction and role-play areas. Children's understanding of numbers is developing strongly in response to challenging teaching and regular practice. They use simple addition and subtraction to work out how many children want milk or water and recognise written numerals.

All children make exceptional progress in communicating with others. This is achieved through the excellent interaction from all staff who employ a range of methods to communicate, including Makaton signs and symbols. Skills are further promoted through pictorial signs and labelling, which enhance children's understanding of the written word. Staff use these additional methods effectively, enabling children of all ages to express themselves and make their needs known. Alongside this the quality of adults' questioning is very good. At its best, it challenges children and extends their thinking, encouraging them to seek their own solution and fostering their curiosity. Staff in the baby unit and pre nursery room are very attentive to the needs of the children; they confer daily with parents regarding children's care needs and actively implement strategies discussed. The children are very secure in their relationships with staff and their developing enjoyment of being with others is evident. For example, whilst waiting for their lunch to arrive they sit contently together chatting and singing songs. Children within the baby unit are able to explore different textures and show delight as they experiment with gloop, noodles, and ice lollies. Toddlers enjoy a balance of free-play and some structured time as they gain valuable skills in following directions, sitting for short periods and learning to wait and take turns. During a planned activity the pre nursery children are eager to explore the trays of

paint and fresh fruit that is available for printing. It is evident that children's work is highly valued by the staff for the learning process and is not governed by the end product. A good example of this was observed when children instead of printing with the fruit decided to eat it and paint their hands. The intuitive staff did not deter this but took advantage of this allowing children to make their own choices and express their own ideas.

Children's understanding of diversity and difference is promoted as they celebrate festivals and special events from around the world. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. All children enjoy taking part in physical activities in safe and appropriate areas geared to their stages of development. Babies and pre nursery children have their own outdoor area where they can explore the willow tunnels and ride and push wheeled toys around the pathways. Older children have various options which promote more energetic play such as, the large outdoor play area or forest area. Here they can climb, dig, ride wheeled toys, fill and empty containers of water, grow vegetables, and search for bugs.

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

Children are very happy to come to the nursery. They arrive with smiley faces and are greeted by warm and welcoming staff. The children's settling-in arrangements are tailored to suit their needs and enable staff, parents and children to get to know each other well. The key person system is effective in developing close relationships with the children and their parents and carers, while ensuring that each child's individual needs are supported well. Staff value and make full use of information from parents and successfully use this to shape the direction of each child's learning. Children with special educational needs and/or disabilities make good progress relative to their starting points and capabilities because of the well-targeted support and the provision of activities that is well suited to their specific needs. Individual learning plans are detailed and reviewed and updated regularly, with parents, carers and other agencies who are involved with the family.

Transition between rooms is supported effectively as children have settling-in times so they can become familiar with their new carers and surroundings. Children freely access a wealth of resources and equipment that enable them to make choices about their activity and play. They are confident, motivated and interested in what they are doing and what is on offer. As a result they make very good progress in their personal, social and emotional development. This is reflected in their positive attitudes to one another and consistently good behaviour. The children respond well to the encouragement given to help themselves, each other and to take responsibility for tasks such as getting equipment out and putting it away. The setting is unique in the way that it successfully works with the education nursery and together they have created a totally integrated environment for preschool children that ensures continuity in their learning. There are also established connections with the local school to assist transitions when children start full-time education.

All staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. For

example, they take part in emergency evacuation and during their outings they understand why they must wear high visibility jackets and why it is important that they follow rules when crossing the road. Personal care routines are managed according to parents' wishes. Babies sleep comfortably in cots or cuddle up on a mat with a blanket and wake refreshed. Staff are attentive and frequently check children to ensure they are safe and feel reassured. Children are beginning to gain independence in managing their own hygiene. They wash their hands after using the toilet and before eating. Staff offer useful advice and encouragement to parents and children who are working towards potty training.

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

Child protection procedures are robust and safeguarding fully meets requirements. Effective procedures for the recruitment and vetting of all staff ensure that children are well cared for. This combined with the rigorous and clear vetting procedures ensure that all staff working with the children are suitable to do so. Well thought out induction procedures for new staff include shadowing experienced members of the nursery team and ensures staff understand their roles and responsibilities. There are robust policies and procedures in place that are clearly understood by staff and shared with parents and carers. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. The management and staff are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Consequently, planning of activities and assessment of children are consistent and precise and display an accurate understanding of all children's abilities and progress. Procedures for monitoring the educational programmes and staff performance are well embedded and effective in identifying areas for professional development ensuring the continued provision of a skilled, competent staff team.

Partnerships with parents are good. Parents receive a good range of information regarding the service and their child's welfare, learning and development. For example, policies and procedures outline the service provided. Parents are encouraged to share what they know about their child which helps staff to form a view of their starting points. They are also encouraged to share their own observations from home which are then used to contribute to their child's learning journey. By working well with parents and effective information sharing, children receive consistent care. Parents are kept informed of their children's achievements and progress through regular contact with staff, the daily exchange of information and through easy access to their child's learning journals. Parents are overwhelming in their praise and support for what the nursery does for them and their children. They really appreciate the approachability of all staff and the good information they receive about all aspects of their children's learning and development.

All staff are involved in the self-evaluation process, which ensures a common sense of purpose between adults working together. They are building upon the culture of reflective practice, self-evaluation and informed discussion to identify their strengths and areas for development, which has a positive impact on outcomes for the children in their care. The

views of the parents are also obtained as part of the process to ensure all parties have a voice in how they would like to see the provision develop. Consultation with parents is important before implementing any changes. For example, recently parents were invited to express their views regarding the two weeks the nursery is closed and whether they preferred the weeks to be spilt or taken together.

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	EY446112
Local authority	South Tyneside
Inspection number	804841
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	78
Number of children on roll	63
Name of provider	South Tyneside Metropolitan Borough Council
Date of previous inspection	Not applicable
Telephone number	01914287650

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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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