

# Blaydon Day Care Centre

Parkhead Community Primary School, Park Lane, BLAYDON-ON-TYNE, Tyne and Wear, NE21 6LT

<b>Inspection date</b>	02/01/2013
Previous inspection date	28/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 management team strive to continually improve the setting through effective evaluation of what the setting offers, this benefits the experiences children have in the nursery.
- Children are involved in creative and interesting activities that are tailored to their individual needs and interests, due to the effective way staff observe and collect information from parents about their child. This results in children making good progress in their learning and development.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.

### It is not yet outstanding because

- There is currently a limited range of programmable toys and resources to help children develop further in their information and communication technology skills.
- The role play areas do not have sufficient resources for children to extend their creative play.

## 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.

## Inspection activities

- The inspector observed activities in the main group room and outdoor play area.
- The inspector spoke with the staff at appropriate times during the inspection.  
The inspector looked at children's learning journeys, planning documentation,
- evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion with them.

## Inspector

Anthea Errington

## Full Report

### Information about the setting

Blaydon Day Care Centre was registered in 2011 on the Early Years Register. It is situated in a purpose built premises in the grounds of Parkhead Community Primary School in Blaydon and is managed by 4Children. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs five full-time permanent childcare staff in addition to the nursery manager. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children

attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- improve children's opportunities to explore and operate information and communication technology equipment, such as torches, computers and keyboards
- provide a role playing area, which is well resourced, with materials reflecting children's family lives and communities.

### **Inspection judgements**

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

Children are enthusiastic and motivated learners and good levels of support are provided to ensure children have opportunities to make thorough progress in their learning taking into account their starting points. An effectively organised and stimulating learning environment enables them to make safe and independent choices in their play. Staff members are skilled at developing activities and experiences for young children that focus mainly on the prime areas as well as the specific areas of learning. Children's learning journeys contain a range of information including evidence of their work, in addition to observations and assessments, linked to the Development Matters in the Early Years Foundation Stage guidance. Consequently, children are being prepared well for the next stage in their learning and development. The quality of teaching and learning is good and is always interesting, challenging and fun. Staff have a very good understanding of the Early Years Foundation Stage and how children learn. Their approach to planning is based on the observations they make as well as careful and sensitive listening. For example, their use of individual observations inform weekly plans which are tailored to suit individual children's learning needs.

Children's communication skills are fostered well through play; they are confident to share their views and talk about the activities they enjoy. They engage purposefully in conversation with staff members who skilfully encourage their contribution. For example, at circle time they talk to children about what they have been doing and help them to

reflect upon the activities they have participated in. They listen carefully to children and show them how to pronounce or use new words by responding and repeating in the correct way, rather than saying children are wrong. Children love listening to stories, and staff are very skilled in engaging their attention. They allow children to re-tell the story using the pictures displayed, as well as allowing time for them to finish off the sentences. Children demonstrate their skills well in problem solving and challenge as they skilfully complete puzzles, they discuss the various shapes as they fit the puzzles together stating which sides of the puzzle will match. They are becoming aware of volume and measure as they pour water between various containers and are able to identify when they become full or empty. Children access some programmable toys, such as remote control cars and cameras, however, resources are limited to further their knowledge of information and communication technology.

Children thoroughly engage in imaginative play and love to make up pretend games. They discuss going on a picnic and gather up the resources they need. However, some resources are limited in the role play area for all children to engage fully. Children relish the opportunity of visiting the sensory room at the local children's centre. They display great curiosity in their surroundings which provides them with good opportunities to explore their senses. For example, they press their ears against the vibrating cushions and gaze with wonder at the coloured light tubes. This provides all children with a real sense of calmness as well as lovely opportunities to engage in their learning. Children display close relationships with staff members which results in them fully enjoying their time. They happily play alongside other children present and demonstrate their understanding well of sharing and negotiating with one another.

The partnerships with parents are good and parents have access to a broad range of information including well-written policies and procedures. Children's learning journals, informative noticeboards and daily discussions keep them informed of their children's progress. This exchange of information is continually encouraged throughout the children's time at the nursery which ensures that partnership working is highly valued and effective in helping parents support their child's learning at home. The two-year-old checks are completed and the setting are working with their advisors in the local authority to collate the information to share with the parents. This ensures any additional needs for each child can be planned for and supported.

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

Children are respected and valued as unique individuals. Staff encourage parents to share information; therefore, children's transitions between home and the setting are well supported. Children have developed very secure attachments to the adults that care for them. A highly successful key person system, results in staff taking a great deal of pride in the progress that individual children make and excellent procedures are used when children move from one group to the next within the nursery. Inclusion is well considered through settling-in procedures, and staff have good knowledge of children's individual needs and gather good quality information from parents.

Staff members promote children's health and self-care well and children have a growing

awareness of healthy lifestyles. Older children are gaining good skills in self-care. They easily put on their coats for outdoor play, visit the toilet independently when this is appropriate and have opportunities to independently access drinks throughout the sessions. Outdoors they have good opportunities for fresh air and exercise and have lots of fun on the scooters and bikes.

Staff members teach the children to keep themselves safe, and work with them in developing their own understanding. For example, they sensitively explain how children must not climb on the chairs. This results in children developing a secure understanding of how to remain safe. Good measures are consistently encouraged by staff to ensure children remain safe whilst on outings. For example, younger children are strapped safely into buggies and older children wear reins and wrist straps. Daily checks as well as risk assessments of both the setting and resources ensures accidents are minimised. Fire evacuation procedures are displayed, discussed and practised to enhance children's awareness of safety.

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

Children are protected well because staff have a clear understanding of their role and responsibilities regarding child protection issues. Regular supervision sessions held between the manager and staff members ensure that each child's progress is securely monitored. Robust recruitment and selection procedures results in children being cared for by safe and suitable adults. Staff members welcome professional development, they access training as and when it is made available to enhance their practice. This combined with effective recording systems for medication administration, accidents and allergies, which are all efficiently kept and monitored, further ensures children's protection.

The manager has a positive and strong commitment towards monitoring and evaluating the service. A self-evaluation form has been completed and along with staff members she is keen to develop practice and improve outcomes for children. They regularly meet as a group and identify areas for improvement to the setting as well as strengths. In addition, team meetings are used to build confidence, monitor new systems of working and cascade training to all staff members.

Information is shared with parents daily through discussion as well as informative noticeboards. In addition, by providing them with children's progress records, staff provide information on what children can do and enjoy doing, as well as informing them of their plans to support the child's progression of learning. The effective use of the 'to and fro' books as well as the sharing of children's 'learning journals' actively encourages parent's contribution to their children's care and learning. Comments from parents are positive about the care their children receive. They state that staff are friendly, approachable and keep them fully informed of their child's progress whilst at nursery. Partnership with the adjoining school has been effectively established and systems are in place to make sure children's continuity of care and learning is supported effectively.

## 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

<b>Unique reference number</b>	EY436199
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	895134
<b>Type of provision</b>	

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	44
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	28/05/2012
<b>Telephone number</b>	01132427050

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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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