

Barnardo's Nursery @ Blyth West Children's Centre

Devonworth Place, Cowpen, BLYTH, Northumberland, NE24 5AQ

Inspection date	03/04/2013
Previous inspection date	16/04/2009

The quality and standards of the early years provision	This inspection:	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

- Staff work well with parents. They welcome them warmly, keep them updated and share information regularly. This means that partnerships are good and provide continuity and consistency for children.
- Recruitment and selection, staff supervision and support is robust. This means that children are cared for by competent adults who work well together as a team.
- Children are looked after by a caring, dedicated staff team, who provide lots of reassurance and natural, warm interaction. Therefore, children are very well cared for and feel safe and secure in the environment.
- The indoor environment provides an interesting and stimulating place for children across all ages, so that they explore and experience a wide range of opportunities, including a good range of sensory activities. This means that they have lots of fun and make good progress in their learning and development.

It is not yet outstanding because

- The environment is not consistently rich in print, signs, labels and symbols to help pre-school children develop further skills and interest in the meaning of words.
- Children do not always have sufficient opportunities to explore living things and learn about the natural world by using additional resources in the outdoors.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outdoor areas, spoke to staff, key workers and children.
- The inspector held a meeting with the manager, deputy and registered individual.
- The inspector took account of the verbal views of parents spoken to on the day, as well as written nursery reviews from parents.
- The inspector observed routines, equipment and the environment and viewed a sample of documentation including, children's learning journey records, policies and safety information within the rooms.

Inspector

Shirley Peart

Full Report

Information about the setting

Barnardo's Nursery @ Blyth West Children's Centre was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a children's centre in Blyth, Northumberland and is managed by Barnardo's. The nursery serves the local area and is accessible to all children. It operates from three rooms and there are enclosed areas available for outdoor play.

The nursery employs 20 members of child care staff, which includes the manager and deputy. Of these, all hold appropriate early years qualifications at level 3 or above. There are two members of staff who hold Early Years Professional Status and the nursery receives regular input from a qualified teacher. The nursery opens Monday to Friday from 7.30am until 6pm for 51 weeks of the year, excluding Christmas week. Children attend for a variety of sessions. It works closely with a partner, term-time only nursery in Blyth Central. There are currently 101 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- develop the environment further so that it is richer in print, particularly in the pre-school room, so that younger children's attention can be drawn to marks, signs and symbols and older pre-school children can enhance their skills in learning that words carry meaning
- enhance the use of the outdoors so that children have rich opportunities to investigate the natural world or observe things closely through a variety of means, such as using magnifiers and trowels and to help them learn to take care of living things, such as plants.

Inspection judgements

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

Staff have a good understanding of how to use the Early Years Foundation Stage learning and development requirements in practice. Key persons have a very good understanding of where children are in their development, for example, they know when children are ready to move on in their learning and try new experiences. Therefore, they plan activities

that their key children are interested in and tailor adult-led activities to meet their individual learning needs. For example, to enhance toddlers speaking skills staff make regular statements during play to reflect what the children are doing, which reinforces and promotes their language development successfully. Staff support their key children with transitions, such as when they are ready to move into the next room. They plan this well in conjunction and discussion with parents. As children spend time together in the same rooms at the beginning and end of the day, this helps them to become familiar with new surroundings and staff. Children have short visits into their next room and, as well as discussing individual care and learning needs with new key person, staff also hand over a transition form. This covers health care, dietary requirements, likes, interests, learning and development. They also add any particular comments that are relevant to individual children, such as information from parents. This means that children's individual needs are well met and they are fully supported, which enables them to move on to the next stage in their learning.

All children have individual learning journey files, which are completed and monitored by their key person. These show lovely photographs and written observations of what children do and how they are making progress, linked to the prime and specific areas of learning. For example, through well-planned activities children learn about comparison as they choose the bigger or smaller toys from similar objects in a group. This promotes children's mathematical development very well through active learning experiences. By regularly observing children staff establish what children's interests are and build this into their planning. They also note where children may need further help and provide relevant opportunities during activities. For example, by helping children to develop and master cutting skills using scissors. Staff regularly discuss the children's well-being, learning and development during supervision sessions with a manager. This means that staff receive advice and guidance with planning to ensure that they are well supported to help their key children make further progress.

Parents are fully involved in their children's learning. Staff chat to parents daily to exchange information on the children's care and progress. Parents are also given learning journey sheets periodically to complete. Questions such as, 'where was I?', 'what was I doing?' and 'what did I like?' means that parents can provide further information to help staff gain a better idea of what children do and enjoy at home. The younger children also have special photograph books. Staff encourage parents to bring in photographs of themselves and their extended family, which are then made into books for the children to handle. This provides good talking points and helps children to settle as they see people and things that are familiar to them. Parents are also aware that they can see their children's learning journeys at any time and parents of the younger children receive their daily diary, which contains relevant information to ensure that they are kept well informed.

Toddlers are highly animated when they play outside with water and sand and staff offer lots of encouragement so that they are happy and eager to explore. Staff plan adult-led, sensory experiences very well for toddlers. They put different things into bowls such as jelly, cereal and blue sand, so that children experiment and explore with the different textures they feel. Children use these in different ways. For example, some toddlers are eager and boisterous and have lots of fun as they get messy and enjoy swishing the jelly and the cereal onto the floor. They tentatively explore with objects, such as spoons and

others represent real life situations by feeding the teddy with jelly. This well thought out activity stimulates children's individual interests, so that they maintain focus on what they do and use materials in the way that they choose. Staff also support children well as they are very animated and excited. For example, they spontaneously sing, 'jelly on a plate' and use lots of simple words and phrases that helps to promote toddlers early communication and language skills very well.

Pre-school children are very happy and settled. They use technology competently and independently. For example, they love to walk around the room taking photographs with disposable cameras. They are articulate and chat confidently within the group and to their key person. They know the routines as they tell staff that they will be reading stories after lunch and state which book they will choose because it is their favourite. They are regularly encouraged to handle books by themselves, which promotes their literacy skills well. However, there is scope to extend signs, symbols, posters and printed words displayed at children's level to support their growing understanding that print carries meaning. Children talk to staff about what they have been playing with during the morning and make gestures to show how big they are getting. Staff show a genuine interest and involvement as they talk about significant events with the children that mean something to them. This promotes their confidence, social skills, language and communication development successfully and enables them to be ready for school.

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

Children play in three base rooms. These are furnished with good quality toys and equipment, which are age and stage appropriate. The baby room has a cosy area with fairy lights, comfortable cushions and draped voile. The pre-school room has recently been converted and merged into one larger room so that children have more space to move around and explore everything on offer. This also helps children with transitions to mainstream education as all early years provision in the area are large early years units.

The key person system works very well and ensures that children are supported and well cared for. A member of the management team always goes through the required and formal documentation and issues with parents when their children first start the nursery. The key person is then allocated quickly, which is often based on who a child naturally bonds with and prefers. The key person then gains more information from parents regarding children's needs, routines, meals, naps, allergies and interests. This means that the provision supports children with the transition from home to nursery well and meets their individual needs to provide continuity and consistency. Staff chat to parents on arrival and collection and show a genuine interest in them and their children. They hold lively, friendly conversations with parents and involve the children. For example, they ask what the children had for breakfast and how they are feeling. This ensures that parents feel involved and can share what they know about their children's personal care needs. Parents are successfully involved in the health and well-being of their children. For example, some parents attend 'baby massage' classes. This helps them to build relationships and receive hints and tips from well-qualified, knowledgeable staff.

All children are very happy and settled, including the very young children. They leave their

parents easily on entry to the nursery and run to familiar staff with their arms up for cuddles. This shows that they cope very well with the move from home to nursery, which is due to the caring, nurturing and friendly staff team. Babies are quickly picked up if they become fractious. They receive warm, natural physical interaction, such as kisses and cuddles and verbal reassurance. Therefore, they snuggle into staff demonstrating that they feel safe and secure and their emotional needs are very well met.

Children benefit from being outdoors in the fresh air regularly. The pre-school children are encouraged to learn about the benefits of health and physical exercise as they do their 'warm up' actions before playing. Staff ask them if they can feel their heart beating faster and if they are getting out of breath. This helps children to learn about keeping healthy in a fun way. Younger children love to explore the natural materials outside in the small troughs, such as coloured sand, water, hay and animal figures and all children enjoy chasing bubbles. The experiences outdoors provided by staff are interesting and well thought out for the children to keep them motivated and engaged. However, some of the garden areas are still in development it means children do not have sufficient opportunities to explore living things and learn about the natural world. For example, there are currently no easily accessible magnifying glasses, trowels or other small tools and equipment to enable them to find bugs, dig in soil, plant and grow things.

Children learn about keeping safe. When the test for the fire alarm takes place staff in the baby room point to the flashing light so that children get used to the noise. Drills are also held regularly so that all children learn about safe practices. Staff regularly check the numbers of children in the rooms and outside and they are well supervised. An alarm goes off in the baby room regularly, which acts as a trigger to remind staff to check on sleeping babies. Children's behaviour is very good and staff are enthusiastic. They offer children lots of positive praise, which raises their self-esteem very well.

Younger children's hands are washed with individual flannels before and after eating and older children access the bathroom independently. Children wash and dry their hands and dispose of paper towels correctly, which shows that they are beginning to manage their own self-care well. They enjoy healthy snacks of fruit, bread sticks and milk and older children help to give out plates and cutlery when they are the 'special helper' for the day. Children independently help themselves to plates of food and return their utensils when finished. They clearly enjoy the social occasion over lunch time as they sit with their friends and staff and chat happily. Two-year-olds are encouraged to be independent as they make good attempts to put on the all-weather suits and wellingtons for outdoor play.

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

There have been some changes to the management and staffing structure within the nursery, which has a positive impact on children's care, learning and welfare. The management team have clear action plans in place, which ensures that the setting continues to improve and provides a safe environment for children. They identify priorities for improvement through regular team and management meetings, which often involve the early years qualified teacher who gives advice and guidance on children's learning.

The staff also discuss safety, hazards and cleanliness and agree on how this should be conducted in practice to promote children's welfare. They have addressed the recommendation from the last inspection to make sure that the outdoor environment offers children more freedom to be physically active and exuberant.

The management team ensure that the new Statutory Framework for the Early Years Foundation Stage is implemented very well in practice. They support the staff to carry out the progress check at age two. This is tailored to individual children and enables parents to be fully involved and to share what they know about their children's learning and development. Action plan documents show how current and future changes impact positively to benefit children's overall welfare, learning and development. Staff in the rooms are also fully involved in impending changes and give their views on how rooms should be set up to benefit the children. For example, they have identified making dressing-up outfits more accessible for two-year-olds and moving the creative/messy areas nearer to the bathroom so that children can easily access the wash basins.

Recruitment and selection procedures are robust. A human resources department also provides further safeguarding advice and guidance to the management team for all issues to do with staff employment. Thorough induction procedures, including a probationary period with clear targets to achieve ensure that new staff have a secure knowledge of their roles and responsibilities. They are supported well through induction, regular supervision and yearly appraisals. Staff access relevant training, which is based on their individual needs or what they are interested in. Management support staff well in their own professional development by facilitating access to higher level qualifications. This means children benefit from a suitable and well-qualified staff team who support their learning and development. The manager and deputy have a clear presence in the nursery rooms, which has a beneficial effect on staff as they know they are being supported. The deputy or the manager is always present at the beginning or at the end of the day. This means that a senior member of staff is always available for parents and staff to deal with any issues.

Parents are warmly welcomed by staff. They receive good information about the nursery and the wider Sure Start provision in the area, which enables them to become involved. Parents are pleased with the nursery and comments include, 'my child has come on excellent since coming to nursery, she really enjoys it here' and 'the nursery and staff are spot on.' They hold parents' meetings, invite them in for various sessions and provide relevant information. For example, notice boards are regularly up-dated and leaflets and newsletters are sent out to parents. This informs them of how they can become involved and how they can support their children's learning at home through suggested activities.

Children are effectively safeguarded. The manager and deputy have a clear understanding of their roles and responsibilities in child protection matters. They are also involved in the wider context. For example, they attend meetings about children and families to share information and make plans alongside parents to ensure that children thrive and are kept safe. Staff are also aware of what to do if they have concerns about a child's welfare or another staff member's practice. This means that reporting and recording systems are clear to ensure that children are well protected from harm. The dedicated special educational needs coordinator works well with other professionals, such as

physiotherapists, occupational therapists and health visitors. This means that adults share relevant information so that they can target support for children and families that need it.

The Childcare Register

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

The requirements for the voluntary 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 action. 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	EY315732
Local authority	Northumberland
Inspection number	908531
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	101
Name of provider	Barnardo's
Date of previous inspection	16/04/2009
Telephone number	01670 541150

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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, which are usually the childminder's 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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