

Blaydon Day Care Centre

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

Inspection date	18/07/2013
Previous inspection date	02/01/2013

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

- A dedicated and caring staff team work very well together and they are effectively supported by the managers. Therefore, children's health, welfare and learning is effectively promoted.
- Staff are highly involved with the children. They talk with them about healthy options during routines and are fully involved in their play and conversations. Consequently, children are very happy, confident and self-assured individuals.
- Planning for activities is well done, links to children's individual interests and is flexible to meet their needs. This means that children take part in varied, interesting activities that supports their overall learning and development successfully.

It is not yet outstanding because

- The small adjoining areas used for free-flow outdoor play, are not sufficiently resourced, well-maintained or inviting for the children.

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.

Inspection activities

- The inspector held a meeting with the manager, spoke to key persons and staff, interacted with babies and spoke to children.
The inspector looked at a sample of documentation including; children's 'learning journey's,' planning, action plans, the self-evaluation form and a range of other policies and records.
- The inspector observed activities and routines in the playrooms and the outdoor areas.
- The inspector took account of the views of parents and carers from discussions with them.

Inspector

Shirley Peart

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, Tyne and Wear. It is managed by 4Children. The nursery serves the local area and is accessible to all children. It operates from two main rooms and there are enclosed areas available for outdoor play.

The nursery employs eight members of child care staff. Of these, all hold appropriate early years qualifications at level 3. The manager and three staff also hold relevant degrees, including one staff member with Early Years Professional Status. The nursery opens Monday to Friday 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 52 children attending who are within the early years age group. The nursery also offers a wrap-around service for pre-school children attending the school. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- develop the adjoining outdoor areas to ensure that these are well maintained, sufficiently resourced and inviting for the children, to provide further rich learning opportunities for them.

Inspection judgements

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

Staff plan a good range of adult-led and child-initiated activities to promote children's learning. Planning is flexible and builds on what children do and are interested in. For example, when a key person noticed that a few children were pretending to sing using props from the role play equipment, she made microphones and developed a stage area with them to extend this interest. The children are also actively involved in small group time, where they talk about planning and review what they have enjoyed. This means that they are fully involved and make decisions about what they want to do. Staff also work on specific areas of learning if they notice an area needs to be developed further with groups of children. For example, they provide activities around feelings, acceptable behaviour, differences and respect. This promotes children's personal, social and emotional development and helps them to understand right from wrong in a meaningful way. Staff are clear about where their key children are in their development and how to move them

on based on their observations. For example, when they observe the mathematics area and notice that a young child picked up two elephants and said 'two,' the next steps include reinforcing recognition of one and two and using mathematical language in conversations and during routines. Therefore, during breakfast they help children to decide whether they want one, or two pieces of toast. This demonstrates that staff have a good understanding of how children learn. Staff use appropriate guidance to check that children are demonstrating typical development for their age, by highlighting targets they have reached within relevant age bands. This shows that staff have a good understanding of how to monitor and track children's learning and progress. Individual 'learning journey' files display lovely photographs and captions and provide a clear picture of children's progress over time. Parents are aware that they can view these at any time and discuss them regularly at parents' evenings.

Children clearly enjoy playing with their friends. They actively take part in circle time and sing along together. They sit down and chat excitedly as they join in with lively conversations and listen attentively. This is because the deputy manager is an excellent role model for other staff and children. She competently engages children as she uses effective questioning to extend their language for thinking, which supports their readiness for school very well. Children are very confident as they speak within the group. For example, they talk about why it is important to wear sun cream in hot weather and why they need to drink lots of water. Older pre-school children also know what day and month it is as they confidently state that, 'Thursday comes after Wednesday.' Staff also use simple Makaton signs so that all children are involved. Every opportunity is used to help children learn. For example, over lunch time when children notice their ice-cream starts to melt, staff ask why they think it is melting. They quickly tell her 'it's because the sun's hot.' She then extends their language and conversations by asking where they think they should put it to stop it from melting. After some debate they know it needs to go in the freezer. Children also recall and remember making 'crispy cakes' and they understand that it wasn't the sun that made the chocolate melt it was the 'microwave.' Consequently, the good quality teaching, enhances children's learning very well.

Staff carry out the progress check at age two competently. There is a large display with pictures and explanations, which gives parents clear information on what to expect and why this is carried out. Staff share what they know with the parents and work on development targets together. This ensures that the children make good progress in the prime areas of learning. As well as daily verbal conversations, parents use the 'to and fro' books to exchange written information with staff and parents' evenings are held regularly. This gives parents and carers a chance to discuss their child's development in a more formal way. Staff involve parents in planning activities, such as 'letter of the week' and encourage parents to tell them what their children have been doing at home. At small group time if the pre-school children bring anything in from home, such as a letter they received, they discuss it with staff and their friends. This demonstrates that children's backgrounds are valued and parents contributions are welcomed; therefore, they are successfully encouraged to contribute to their children's learning and well-being.

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

Babies and children play in main rooms and areas that are well set out to meet their individual needs. All areas of learning are covered well in the main rooms for children aged two to five years. This means that pre-school children move around freely and access a range of art, craft, role play, writing materials, educational games, equipment and books. The nursery has recently obtained use of two secure, small outside areas adjacent to the main rooms, so that children now have free-flow access to the outdoors. However, although staff do their best to provide interesting activities for the children, these areas are not inviting, sufficiently resourced or well maintained to provide further rich learning opportunities for the children. The main grassed play area provides a spacious place for children to play, so that they get plenty of fresh air and exercise. The staff often take the children to the 'jungle' area at the bottom of the grass, where they go on bug hunts, collect worms and explore nature. These outdoor activities promote children's physical development and understanding of the world successfully.

Children are very independent. At lunch time they pass the large trays of food to each other so that they serve themselves and when they want more food they confidently state, 'I can do this myself.' Staff initiate discussions about what is healthy. This encourages children to think about healthy options and older children clearly know that vegetables and fruit are good for them but sweets are not. Staff give children lots of meaningful praise and they make statements and respond to what children do and say. They sit with children at lunch time and eat the same food, which encourages them to try different foods, especially when children say that they do not want it. With gentle coaxing, children have a taste and staff offer lots of encouragement by stating, 'Well done for trying.' Children's behaviour is good and they understand the boundaries to keep themselves safe. For example, they line up carefully to walk up the steps from the outdoor play area and staff offer meaningful reminders regarding why they should not stand on the chairs. The children follow routines that are flexible, yet familiar to them, which gives them a firm base to help them feel secure. For example, they talk about what will happen next and state, 'When we have the story we will have a drink beside us won't we?' Two-year-olds also seek out their key person when they need reassurance, which shows that they are forming secure attachments, which supports their emotional needs very well.

Parents of any new children complete 'All about me' documents, which helps key persons to find out all they can about children's individual needs. Staff then complete an initial 'baseline' settling-in assessment. This helps them to establish children's starting points and to note how they are managing the change from home to setting. Before children move up to their next room the key person holds a meeting with parents to agree the process. A new key person will be appointed straight away and introduced to the parent. This ensures a smooth move, which helps children to settle into their new room quickly. Generally at the beginning and end of the day, when numbers of children are low, they often come together as one group. This helps children to become familiar with all areas of the nursery, which also aids the settling-in process.

Staff caring for babies are calm, caring and competent. They follow babies' individual routines for feeding and naps and ensure that they are comforted, for example by cuddling and soothing them to sleep in the rocking chair. Key persons greet parents and carers on entry to exchange information on children's individual care needs, so that they

have a good awareness of why toddlers may be unsettled. Children also have their personal comfort items close by, such as dummies and a favourite toy from home. This helps young children to feel safe and secure and supports their emotional needs successfully.

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

The manager has a good knowledge and understanding of how to use the Statutory framework for the Early Years Foundation Stage in practice. She works effectively with managers from the other nurseries within the company and she is supported by an area manager. The management team share good practice and disseminate any information received from specific training. The manager completes 'monthly manager reports,' which give an overview of health, safety, safeguarding and children's progress. Internal quality assurance visits are carried out and she holds regular staff team meetings. Feedback from these helps her to maintain a good overview of the nursery to ensure that the provision continues to develop and evolve further.

Arrangements for safeguarding children are good. All staff attend basic child protection training and all managers and room leaders attend designated person training. This enhances their knowledge and understanding of what to do if they are worried about a child's care or welfare. In light of a recent incident, it was found that safeguarding procedures, with regards to allegations against staff, were not fully correct. The incident was investigated by the Local Authority Designated Officer and Ofsted. The higher management team made changes to their company policies and procedures, so that these are now in line with the guidance of the Local Safeguarding Children Board. This means that children remain safe and managers are now very clear about their roles and responsibilities in these matters.

The last inspection was fairly recent; however, the managers and staff team are pro-active in addressing the recommendations. They are continuing to develop resources for information technology and role play and this is ongoing and highlighted in their action plans. This means that the learning opportunities for the children in these areas are suitably enhanced. The Ofsted self-evaluation form is used as a tool to highlight strengths and areas for development and is regularly updated. Room leaders also use their action plans to highlight resources, responsibilities and changes that are needed. This means that the staff team work very well to continually enhance and develop their rooms and activities for the children.

Recruitment and selection procedures are robust. A human resources department deals with all the processes to ensure that staff are fit to work with children. New staff members are interviewed and follow a clear probationary period. Regular one-to-one supervision sessions and peer observations with the manager, also means that all staff have clear targets and training plans in place. This also gives them an opportunity to discuss individual children's care and development and receive advice and guidance on how best to support children in their learning. This results in a staff team who are competent, caring and work very well together.

Parents and carers are warmly welcomed into the nursery and they are very pleased with the provision. Positive comments include that their children are 'much more confident and amazed at how they have come on.' They also state that, 'staff play a big part, they are professional and discreet' and that the children are 'going ahead in leaps and bounds.' Wrap-around care is in place, which means that children attending the school nursery can also be cared for. Staff pass on verbal messages to and from teachers and parents to ensure that everyone is informed. School staff also have the opportunity to contribute to the 'to and fro' book. The move to reception class is managed well. Teachers from the school are invited over to meet the children in the nursery and chat with their key person. This helps to provide good consistency and continuity for the children.

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	EY436199
Local authority	Gateshead
Inspection number	923877
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	52
Name of provider	4 Children
Date of previous inspection	02/01/2013
Telephone number	01132427050

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Type of provision

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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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