

Thornaby Childrens Nursery

Thornaby Childrens Nursery, 462 Thornaby Road, Thornaby, STOCKTON-ON-TEES, Cleveland, TS17 8QH

Inspection date	26/09/2013
Previous inspection date	14/07/2011

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 quality of teaching is consistently good and occasionally outstanding. As a result, children make good progress in their learning and development and develop a broad range of knowledge and skills which supports their readiness for the next stage in their learning.
- The manager and her staff team create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and adults working with them.
- Children demonstrate superb independence skills for their age. This is because staff make excellent use of activities to promote skills, such as, pouring and scooping.
- All staff give utmost priority to children's health and well-being. This means children develop an excellent awareness of hygiene and attend to their own personal needs exceptionally well.

It is not yet outstanding because

- Opportunities to further enhance children's already good language skills are not fully developed. This is because, occasionally, some staff do not always wait for them to 'think' about what they want to say and respond appropriately when asking questions.
- While planning for two year olds is good, on occasion, the resources and activities provided at circle time sessions, are less well matched to their age or stage of development.

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 carried out a tour of the nursery.
- The inspector observed play and learning activities in all nursery rooms, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager and looked at and discussed a number of policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Nicola Jones

Full Report

Information about the setting

Thornaby Children's Nursery was registered by the current owners in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large detached building in the Thornaby area of Stockton-on-Tees, Cleveland. It is managed by a partnership. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery follows the Montessori educational philosophy.

The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. Four members of staff, including the manager hold higher qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. 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:

- enhance further staff's understanding of the use of consistent and effective questioning skills, so children further develop their already good communication skills, have enough time to gather their thoughts and respond appropriately
- develop further opportunities for two year old children to engage in age-appropriate activities during circle time. For example, by providing stimulating resources for them to investigate when exploring colour.

Inspection judgements

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

Staff demonstrate very good knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They use this information very well to meet the individual needs, interests, and stage of development of each child in their care. As a result, children thoroughly enjoy the time they spend at the nursery and make good progress in their learning and development overall. Staff ensure a wide variety of experiences are provided each day, in both the indoor and outdoor environments, covering all areas of learning. Children enjoy leading their own play and take part in activities which are guided by adults. For example, staff support older children well when they transfer pom-poms from one bowl to another, using wooden tongs. This effectively

develops their concentration and skills required for early writing. Staff ensure children have uninterrupted time to play and explore the toys, equipment and resources available. Consequently, they show curiosity about objects and maintain focus on their activities for prolonged periods of time. All children take part in regular 'circle time' activities led by staff. However, occasionally, activities provided for two-year-old children are not always fully matched to their needs. This means their individual age and stages of development are not given full consideration. For example, activities designed to develop children's awareness of colour do not include exploration and investigation of stimulating, everyday resources.

The quality of teaching is consistently good and occasionally outstanding. All staff make highly effective use of rhymes and songs with children and incorporated this very well throughout the day. For example, staff sing a rhyme about birds when children observe them flying in the garden area. This effectively develops their communication skills and an awareness of rhyme, essential for future literacy development. Staff support babies and very young children exceptionally well. They engage in playful interactions that encourage young babies to respond and provide very good one-to-one time when they are awake and alert. This ensures children enjoy the company of adults and other children around them and promotes all aspects of their learning and development. Staff support older children's language and communication skills, generally, well. Children are encouraged to talk as they use the feet of toy dinosaurs to print, using paint. Staff develop children's understanding and interest in dinosaurs further when they wash their hands afterwards and ask questions, such as 'What is the name of your favourite dinosaur?' However, staff's skills in asking questions is variable and, occasionally, they do not allow enough time for children to gather their thoughts and respond. As a result, opportunities to maximise children's already good language and communication skills are not always fully developed. Children are provided with very good opportunities to develop their physical skills. In the indoor environment, they hang socks on a small washing line using pegs, use spoons to transfer rice from one bowl to another, pass toys from one hand to the other and make marks using paint. Outdoors, they demonstrate good skills when riding bikes and trikes, experiment with different ways of moving, such as jumping and make marks on a large outdoor painting easel. As a result, they successfully acquire the skills required for the next stage in their learning, including school, when the time comes.

Effective planning and assessment arrangements are in place. Individual development files are completed for all children. This information is matched to the areas of learning in the Statutory framework for the Early Years Foundation Stage. Next steps in development are identified for each child and this is tracked over time to demonstrate progress. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, parents verbally share information about their child and this is recorded in observation documentation. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children and parents are warmly welcomed into this bright, vibrant and spacious nursery. Staff are qualified, experienced practitioners who find the best ways to offer care, nurture and learning that match the needs and interests of individual children. As a result, children are happy to separate from their parents each day and enjoy playing and exploring in an environment which is safe and secure. An effective key person system is in place. This supports children to develop good attachments and offers a settled, close relationship. Children spoken to during the inspection describe how happy they are and how much they enjoy playing with their friends. Parents are equally delighted with the quality of care and learning provided. For example, a large number of thank you cards and other written comments are available to view in the entrance hall. Parents write statements, such as 'It is always nice to know your child is in the capable hands of qualified staff and people who care so much about them'.

Staff are good role models and behaviour expected of children is modelled by them. As a result, behaviour in the nursery is good and children are well mannered and polite. Frequent verbal praise also promotes children's self-esteem and confidence. Throughout the nursery, relationships between both staff and children are very good. This promotes a relaxed and happy environment which enables children to feel cherished and secure.

Continuity is provided in children's emotional and physical development when they begin attending the nursery. A wealth of good quality information is collected from parents and this is used effectively by all staff. For example, individual sleep preferences are displayed on the wall of the baby room. Children make a number of visits with their parents before staying on their own. This helps them to become familiar with the nursery and to feel confident and safe within it. Children are equally well supported when they move rooms within the nursery. They make a number of visits, supported by their key person, before staying for short periods on their own. Continuity for children's individual needs is further supported when staff share key information with each other regarding children's welfare, learning and development. Relationships with local schools are good and support children well when they transfer. Children make visits with nursery staff. They become familiar with their classroom and new teachers, who also come to visit children in nursery.

Children demonstrate superb independence skills for their age when they serve their own food at meal times, pour their own drinks and attend to their own personal needs. This is because staff make excellent use of activities to promote skills, such as, pouring and scooping. For example, children skilfully transfer dried rice and pasta from one container to another. Food preparation is given high priority and children actively engage in chopping fruits for snack time, on a daily basis. Staff talk to them about the importance of eating balanced, nutritious food and children share their likes and dislikes of particular fruits. This supports their understanding of the importance of a healthy diet and lifestyle. All environments are organised effectively and resources are clearly labelled and, as a result, children are able to find and return the toys, equipment and resources they require. Children's health and well-being is exceptionally well promoted. Staff give consistently clear messages to children to ensure they are developing an excellent understanding of hygiene practices. For example, staff wear nets to cover their hair during meal times and ensure all children sing the 'hand washing song' to wash their hands after every activity they take part in. Children's physical health and well-being is further promoted in the outdoor area where safety is promoted and daily opportunities are provided for children to

be physically active and exuberant. Children show great excitement about being outdoors. They jump up and down, use slides and seesaws and show an awareness of safety when they skilfully avoid others when riding bikes and trikes.

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

Leadership is good. The manager places strong emphasis on improving all children's learning and development and welfare. She leads a team of well-qualified, experienced and highly motivated staff, who demonstrate an enthusiasm for their work with a clear commitment to enhancing the lives of all children. As a result, morale is high and they clearly enjoy working in the nursery. Staff understand all aspects of the learning and development requirements. The manager, deputy and room leaders monitor the quality of educational programmes well, through regular observation of practice and ongoing discussions with staff. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. The manager and deputy maintain an overview of progress tracking documentation. This ensures children's needs are identified and well met through good partnerships between the setting, parents and external agencies.

Partnerships with parents are well established and make a strong contribution to meeting children's needs. The manager and staff keep them fully informed of all aspects of nursery practice and parents know what procedures to follow should they wish to make a complaint. Parents spoken to on the day of inspection are very happy with the quality of care and learning provided by the manager and staff team. Partnerships with local schools are good. The manager has successfully addressed recommendations raised during the previous inspection and has implemented strategies to ensure continuity is maintained in children's all-round development. For example, a diary is completed by nursery and school staff to share individual children's learning and development needs. This ensures all those working with the child maintain a joint approach and a clear picture of a child's development is achieved.

Good quality supervision and appraisal are provided, based on focussed evaluations of the impact of staff's practice. This ensures staff are well supported and benefit from an effective programme of professional development arising from individual staff needs. As a result, staff improve their knowledge, understanding and practice. Consultant support is received from the local authority which further strengthens the staff team. Comprehensive recruitment and induction arrangements are in place. Consequently, all staff hold appropriate qualifications and have a very clear understanding of their roles and responsibilities.

Children's welfare and well-being is very well promoted because there is a comprehensive awareness of safeguarding issues among the staff in the nursery, all of whom receive regular training on safeguarding. Effective policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. All staff, including students, know what steps to take if they are concerned about a child and know who to contact for additional support and advice, if managers are unavailable. Staff make

very good use of up-to-date risk assessments to support them in ensuring all areas used by children are safe. For example, staff make thorough checks of the outdoor environment prior to children accessing the area.

Self-evaluation is good and is well focussed on achieving and sustaining high quality outcomes for children. The staff team, parents, children and local authority advisors are involved in the process. Actions taken by the setting are implemented with precision and managed thoroughly. There are clear plans for the future which aim to further improve storage in the outdoor area to broaden children's awareness of resource availability and make independent choices.

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	EY419249
Local authority	Stockton on Tees
Inspection number	875656
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	56
Name of provider	Mr Mohammed Afzal Khushi & Mrs Nargis Bano Afzal Partnership
Date of previous inspection	14/07/2011
Telephone number	01642750113

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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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