

# Shiney Row Childcare Limited

Shiney Row Childcare, 41-42 The Harbour, HOUGHTON LE SPRING, Tyne and Wear, DH4 7DF

<b>Inspection date</b>	07/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not effectively supported to reach their potential because staff do not gather information to create their starting points, understand children's next steps in their learning, effectively plan for their individual needs or monitor children's progress.
- Children are not always motivated to learn because staff have very limited knowledge and understanding of how children learn and develop, and the quality of staff interaction and teaching within the setting is variable.
- Children are not effectively supported to settle into the setting and make strong attachments with staff. This is because the key person system is not robust and there is not a clear settling-in procedure.
- Babies' individual needs are not effectively met because staff have not created a separate area for them to play, explore and rest in comfort.

### It has the following strengths

- Children are safeguarded well because staff clearly understand their roles and responsibilities.
- Children are learning about how to manage risks in their play because staff supervise them well and encourage them to try new experiences.

## 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 children in the base room and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the provider, manager and four parents.
- The inspector checked evidence of staff suitability, risk assessments, training certificates, policies, procedures and the setting's self-evaluation documents.

## Inspector

Laura Hoyland

## Full Report

### Information about the setting

Shiney Row Childcare Limited registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed, and is situated in two converted semi-detached houses in the Shiney Row area of Houghton-Le-Spring, Tyne and Wear. The setting serves the local area and is accessible to children whose parents are accessing training courses on site. There is an enclosed area available for outdoor play.

The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday during term time only. Sessions are from 8.30am until 5.30pm, and children attend for a variety of sessions. There are currently 11 children on roll, all of whom are in the early years age group.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop an understanding of each child's starting points, and use these to plan children's next steps and monitor their progress
- ensure each child is promptly assigned a key person to support them to become familiar with the setting and build a relationship with them and their families
- provide a separate space for children under the age of two years to play, explore and sleep in comfort
- develop staff's knowledge and understanding of the learning requirements and how children learn and develop, through regular coaching and monitoring.

### Inspection judgements

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

Staff have very limited knowledge and understanding of the Early Years Foundation Stage and how children learn and develop. Consequently, there is no clear system in place for obtaining children's starting points on entry or for planning for their individual learning and development needs. Staff have not yet starting observing children or planning their next

steps in order to monitor their progress or clearly evaluate any progress that is or is not being made. Consequently, children are not adequately supported to reach their potential.

Staff have started to devise a monthly activity plan for the children, but as yet it doesn't take into account children's individual learning, their developmental needs or their interests. This means activities and learning opportunities are not always planned to ensure all children are challenged and motivated to learn. For example, babies are not planned for and spend a large proportion of the day in bouncy chairs. They do not have adequate time or space to play, explore and learn in relation to their age and developmental needs.

Older children enjoy playing outdoors and there are a range of resources for them to play with and explore. For example, some children happily play in the wooden house and pretend to vacuum the ground and garden, while other children interact with staff playing with large hoops. However, the quality of teaching is variable and opportunities to support children's learning and development are not maximised.

Children are starting to learn skills for the future because staff engage in constant conversations with them to develop their vocabulary and speech, and a variety of resources are provided to encourage children to use technology in their play. Staff detail children's activities on a daily sheet, which is shared with parents at the end of each session, and this means parents can continue children's learning at home if they wish.

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

Children do not settle quickly in the setting because staff have not implemented a robust key person system. For instance, children have not been allocated a key person to build a strong relationship with them and their families. This means children do not all feel safe and secure, and some children do not play and explore freely during the day.

Staff know and tend to children's individual care routines well. Staff talk to parents to understand when children need bottle feeds, discuss sleeping times and adhere to parents' wishes. However, babies are not cared for in a separate space to older children, and this restricts their ability to rest and relax comfortably. For instance, children sleep in bouncy chairs as there is not adequate space for them to sleep in cots or in a place where they are comfortable away from older children, who at times can be excited in their play.

Children are learning to adopt healthy lifestyles because staff take them outside to explore the natural environment and exercise regularly. Children actively climb on the small activity frames, run around the garden and negotiate steps to the slide. Staff encourage children to try these new skills and are close by to supervise and keep them safe. This means children are developing their physical skills while also learning about how to manage small risks in their environment. In addition, staff provide healthy snacks for children and encourage them to try a variety of fruit, while sitting with their friends to enjoy a sociable snack time.

Children behave well in the setting and many of them have formed friendships with each

other because they see their friends both in and out of the setting. Staff support children to play alongside each other and help them to understand basic rules and boundaries. Staff use positive behaviour management strategies and relay to parents how children have behaved during the session. Parents feel the staff care for the children appropriately and are complimentary about how staff welcome them into the setting. Staff are aware that transitions to other settings need to be managed so that children's care and learning is supported.

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

Children are not effectively supported in their learning and development because staff have little knowledge and understanding of the learning requirements, and the provider has not yet embedded quality practices. Documentation has been devised to support staff to observe, plan and monitor children's individual needs, but has not yet been implemented. This means staff practice and children's progress are not yet effectively evaluated or monitored.

Children are safeguarded effectively because staff have a clear understanding of their roles and responsibilities. All staff have completed safeguarding training and are aware of who to contact and the course of action to take if they have any concerns about a child's well-being. The setting has a clear recruitment and selection procedure, and all staff have been vetted and are suitable to work with children. In addition, staff risk assess the setting and outdoors on a daily basis to minimise risks to children.

Staff have begun to evaluate the setting and are fully aware of the need to drive improvement. The provider and manager work together and have a positive attitude to change. They can clearly discuss the strengths of the setting and are aware that there are many aspects of the provision that need changing.

Staff access a range of training courses, including paediatric first aid and safeguarding. They are willing to attend both internal and external training to develop their knowledge and skills further. The provider has created positive relationships with other professionals, including the local authority development team, and actively seeks their advice and support to bring about change and improvement.

**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

<b>Unique reference number</b>	EY461847
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	911534
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Shiney Row Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01913855255

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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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