

Barnardo's Nursery @ Blyth West Children's Centre

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

Inspection date	09/10/2013
Previous inspection date	03/04/2013

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

- Children are excited, enthusiastic and happy. They enjoy the very wide range of activities on offer, particularly in the outside environment, which challenges and stimulates them.
- Relationships between children and staff are very good, therefore, fostering a strong sense of belonging and ensuring that children are confident learners. Partnerships with parents and other agencies are strong with regard to sharing a comprehensive range of information that aids staff in meeting children's care and learning needs.
- Staff use their knowledge, skills and experience very effectively to ensure that children are consistently challenged to reach the next stage in their development.
- Children are well protected by robust risk assessments and sensible procedures, which ensures that they are always well supervised and cared for.

It is not yet outstanding because

- The organisation of space within the room for older children does not fully support opportunities for older children to further develop their improving concentration skills when taking part in group activities.
- Opportunities, such as enabling children to serve themselves at snack times are missed, in order to further extend older children's independence.

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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and also took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full Report

Information about the setting

Barnardo's Nursery @ Blyth West Children's Centre was registered in 2005 and is 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 15 members of childcare staff, which includes the manager and deputy. 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. The nursery works closely with a partner, term-time only nursery in Blyth Central. There are currently 83 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:

- enhance opportunities further for older children, to develop independence at snack time, for example, by serving themselves

- review the organisation of space to allow older children the opportunity to further develop their concentration skills, especially when they sit for group activities.

Inspection judgements

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

Children are fully engaged in fruitful activities throughout the day because staff plan and provide a highly stimulating, challenging and interesting learning environment. Babies are provided with a good range of sensory experiences that encourage their natural desire to explore. They reach out excitedly when exploring with building blocks and investigate how they fit together. By repeating the activity, babies gain confidence and independence and through this staff effectively encourage babies to develop their physical skills.

Older children engage in a very good range of interactive experiences as they play with

mud in the garden, noting the changes when water is added. They eagerly use paint which has various items added to create texture. Staff use these experiences to build young children's vocabulary well. For example, they ask children about the textures of the paint, and what they are painting, giving children time to think and answer. They also prompt with words such as 'a face' to encourage children to describe the features of the face on their picture. Children enjoy pretend play as they use sweeping brushes and mops to clean the floor and make a pot of tea for their friends, using water from the water tray, adding cups and saucers. Mathematical skills are also flourishing as children sing number songs and recognise which number comes next in a sequence. Staff spend time with children, helping them to solve problems when sorting counting cookies into number groups counting how many sweets each cookie has. Children also learn about measure and volume as they pour water from the teapot into the bottle and measure how full it is.

Children's reading and early writing skills are developing very well. Older children know the initial letter in their name and some are able to write their full name with support. Toddlers recognise their own named coat peg and confidently pick out their photograph card at snack time. Overall, staff demonstrate effective teaching methods to support children's communication and language. They help children to form letters and sounds through songs, rhymes and stories and through everyday conversation. Toddlers join in singing time activities enthusiastically and happily choose songs, such as the rocket song. They eagerly count each of the numbers on their hands and take one away. Older children are able to predict how many are left. Older children listen carefully to each other at circle time as they discuss what activities they have enjoyed doing so far that day. However, the organisation of group time for the oldest children does not allow them to fully listen without distractions, which does not promote their concentration as effectively as possible.

Children's physical development is aided very well as they have access to a recently refurbished outside play area. Here, children learn to enhance their climbing and balancing skills as they skilfully negotiate the bikes around the grounds and balancing beams. They enthusiastically explore the investigation garden and learn to take risks as they climb the trees. Children eagerly use rakes, spoons and baking trays to make mud pies. Furthermore, they learn to catch and throw and participate in exciting chasing games.

Staff rigorously observe, assess and monitor each child's development. They make detailed observations across all areas of learning and identify children's individual next steps, which are used very effectively to plan future activities. This ensures that children's emerging needs are followed up swiftly and accurately. Staff also record children's self-initiated play and use their interests as a basis for their planning. Each child has a key person, who ensures that all activities are tailored to meet their individual next steps in learning. The key person also regularly records and reviews their progress. This ensures all children are making good progress and that any concerns are promptly followed up. Children's starting points on entry to the nursery include parents' views about what their children can do. As a result, staff have a very secure baseline in place from which to measure children's progress. Staff work extremely well in partnerships with parents and other professionals to identify realistic, yet challenging targets. They regularly review children's progress and discuss any concerns promptly. Therefore, all children are encouraged to reach their full potential and develop necessary skills in readiness for school. Children with special educational needs and/or disabilities are well supported. Staff

are aware of the individual needs of children, liaise with parents and have input from other professionals, so are working together to form targets for further development.

Parents are provided with a vast array of opportunities to be involved in their children's ongoing learning and development. For example, parents are invited to regular review meetings and receive yearly summaries and reports. Shared home and nursery diaries for the youngest children are highly effective in sharing children's progress. Some of the parents add photographs and comments about their child's achievements from home. Staff use these extremely well in their monitoring of children's progress and this helps them to plan more accurately for the children's interests as well as the next steps in their learning.

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

Children are assisted in making a smooth move from home to nursery, as a result of a highly effective key person system and settling-in process. Individual, introductory sessions are offered to allow children to get used to being away from their carers. Parents are given plenty of opportunity to raise questions as they sit with staff to complete initial paperwork, such as 'All about me' sheets. This enables them to give the nursery lots of information about their child, including any special requirements, likes and dislikes. This means staff effectively identify children's individual needs and plan activities that they enjoy.

Children build strong relationships as staff provide genuine warmth and affection. They show an interest in the children, listening attentively and swiftly meeting their personal needs. This enables children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, children are happy to engage in play and develop skills for future learning as they are relaxed and comfortable. Babies snuggle in when listening to a story and enjoy a cuddle as they doze off to sleep. Older children talk confidently to staff, engaging them in discussion about the different flavour birthday cakes in the role-play area. Children of all ages show a strong sense of belonging in the nursery. Even babies are able to indicate what resources they want to play with, as all tubs have a picture on them to show what they contain. Older children help to tidy away toys before meal times and develop their independence as they confidently serve themselves with potatoes and carrots. This encourages positive self-esteem and enables them to develop their self-help skills.

Children understand how to keep themselves safe as they learn road safety skills on outings in the community. They know to hold hands with staff and understand how to use the pelican crossing safely. Children behave very well and show a good understanding of what is expected of them. They sit quietly to listen at circle time and share resources happily. Children also develop a good understanding of the importance of physical exercise and a healthy diet. They discuss the fruits, which they have at snack time and know that these help to support their good health. However, there is scope to encourage children's independence, for example, by providing opportunities similar to main meal times, for children to also serve themselves at snack time. Children enjoy a varied and balanced diet as the nursery provides a menu of freshly prepared meals, some of which are developed

in consultation with them. Older children follow hygienic hand-washing procedures and delight in demonstrating that they know where to put their used tissues. Such routines help to minimise the risks of cross-infection. All children have daily access to fresh air and exercise in the outdoor area, which supports children's physical and good health.

Children move around their room safely, enjoying the freedom to select from the wide range of resources that are easily accessible to them. They benefit from the thoughtful layout, which includes designated areas for rest or active play. Children are able to meet their physical needs for relaxation as they can curl up on the large cushions in the book area when they are tired. Babies are able to rest undisturbed as they are wrapped up in blankets and are able to sleep in the fresh air. This is constantly monitored to ensure their well-being as they sleep.

Children move from room to room when staff feel they are ready for the move and in consultation with parents. Children have visits and move with the support of staff, who are kept well informed of the children's progress. They are able to provide activities which the child enjoys and will help them settle. Transition to school is well managed as teachers regularly visit the nursery to get to know the children and observe their learning before they move into their care. This supports children's transition to their new setting very effectively.

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

The nursery is led by a motivated management team. They share a desire to provide quality care and have recruited a positive and committed staff team, who also share this vision. Consequently, from the most senior to the most junior, all staff are dedicated to meeting the needs of the children who attend. Management have a robust understanding of their responsibility in meeting the Early Years Foundation Stage learning and development requirements. Highly successful teamwork ensures that children's well-being is efficiently prioritised and the positive atmosphere contributes to a nursery that is warm and welcoming. A comprehensive range of policies and procedures are in place to assist in the smooth running of the nursery. These are regularly reviewed to ensure that they continually meet the latest requirements and are in line with current best practice. The manager also regularly monitors the delivery of the educational programmes and routine care practices. For example, all staff are given time to complete files and the manager monitors and supports staff with their key children's files. This enables her and the staff team to monitor the progress of individual groups of children in specific areas of learning. This helps to ensure that all staff are following the policies in practice and providing effective teaching to help children to progress.

All recommendations from the last inspection have been successfully addressed. For instance, the nursery has introduced an investigation area in the outdoor play area and enhanced the learning environment with print and opportunities for children to explore reading. The nursery uses quality assurance and self-evaluation very effectively to identify other areas for improvement and comprehensive action plans are in place to bring about continual development. Staff take ownership for these actions and managers record their

progress to ensure that it is completed. Parents' comments are highly valued. They are sent regular questionnaires asking for their opinions on the quality of the nursery and what it provides. In addition, staff ask parents questions for their views and comments. As a result, parents report that they are very happy with the nursery. They positively comment on the excellent range of activities that stimulate their children's interests and the friendliness and enthusiasm of the staff.

The inspection was prioritised by Ofsted due to notification by the provider of an incident where a child was left unsupervised in the bathroom. Following a visit, Ofsted issued a notice to improve which related to supervision of children and risk assessments. Staff within the nursery are extremely vigilant regarding supervision of children and procedures have been reviewed and updated. Detailed risk assessments have been updated and are fully implemented by all staff. Children's safety is given the highest priority. Staffing ratios are always met ensuring that children receive plenty of attention. All staff hold relevant qualifications and key staff have attended specialised safeguarding training. This is shared at staff meetings to ensure that all staff understand the signs and symptoms which may indicate abuse and know how to report any concerns. Any child who has an accident is given first aid by a qualified staff member. For those with medical needs, a full and detailed plan is put together to ensure that staff are able to respond promptly and efficiently. Parents are further reassured of their children's well-being and safety through the rigorous policies and procedures for the recruitment and selection of staff. Performance management is well managed in the nursery and staff training needs are identified through effective supervision and appraisals. The environment is fully risk assessed and all external doors are secure with access being restricted by locks.

Partnerships with parents and other early years professionals are a clear strength of the nursery. Parents are warmly welcomed into the nursery and are comfortable talking to staff, who show a genuine interest in their children. They are kept very well informed about activities through comprehensive newsletters and are encouraged to share their own observations of their children's progress. The nursery works extremely well with other agencies, such as health professionals and family support workers. This ensures that all children receive support in line with their unique needs.

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	934680
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	83
Name of provider	Barnardo's
Date of previous inspection	03/04/2013
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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