

Barnardo's Nursery @ Blyth West Children's Centre

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

Inspection date	04/02/2014
Previous inspection date	09/10/2013

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

- The nursery safeguards and promotes children's welfare effectively. Children build secure attachments with the staff members. As a result, they smile and show obvious delight and pleasure when they spend time with them.
- The nursery uses observation and assessment to effectively identify where children are in their learning. Staff use information gathered to plan successfully for the next steps in children's learning, helping them to make good all-round progress.
- Staff support children's emerging speaking skills very well. They provide close interaction, respond to what children do and say and introduce new words.
- Staff encourage children to assess and address their own risks and those of others around them, which means children are able to move about freely and safely.
- Staff have strong partnerships with parents which ensures children's individual needs are identified and met.

It is not yet outstanding because

- Opportunities to extend children's early writing skills are not yet fully available in the outdoor environment.
- There is scope to build further on children's emerging skills and interest in numbers.

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 and staff members throughout the nursery, including the playrooms, bathrooms and the outside learning environment.
- The inspector held a meeting and conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's focus improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from written information provided.

Inspector

Anthea Errington

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 17 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. There are currently 88 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:

- strengthen opportunities to extend children's early writing skills in the outdoor environment for example by; providing a wider range of resources to encourage exploration and experimentation with early mark making, such as paint brushes and buckets to paint the patio and fence with water
- enhance children's numeracy skills and recognition of numbers, for example, by providing an environment rich in numeral print.

Inspection judgements

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

Teaching and learning is good. Staff have a good understanding of the educational programmes and have implemented effective systems for observation, assessment and planning. Children's learning journal records and the tracking system clearly show how all children make good progress, including those with special educational needs and/or disabilities. This means that children are developing the necessary skills in readiness for school. Staff encourage parents to be involved in their children's learning. For example, they complete daily diaries and make effective use of daily discussions with parents to talk about children's progress. Staff also provide a wide range of information on how learning can be supported at home and ask parents to share their own observations of their

children's achievements. Examples of appropriate questions to ask children are attractively displayed around the nursery to remind and encourage staff to use, helping and supporting children to be active in their learning. The progress check at age two has been completed for all relevant children and parents and external agencies are fully involved in the process to ensure children receive the help they need.

The well-organised environment and staff interaction support children to be curious learners and have strong exploratory impulses. They confidently move around the nursery rooms and outdoor area enjoying both planned and spontaneous play. Children visibly enjoy the freedom to explore and play outdoors, which contributes towards their very good health as they gain increasing control over their bodies. They enthusiastically prepare for outdoor play and independently put on their wetsuits and wellington boots. This provides children with very good opportunities to address their personal care in addition to understanding how to keep themselves warm in the cold weather. They discover how they move differently on the slippery grass and discuss with staff how they can move safely down the muddy slope. Children are active learners and initiate their own games and entertainment. They clearly love imaginative play and engage in a game of 'superheroes and princesses' with staff who join in purposely with their play. This also provides them with excellent opportunities to develop physically as they run around chasing and safely moving around one another.

Children make good progress in their language and communication skills because staff skilfully engage in meaningful discussions with them. For example, staff listen carefully to children, repeating words back to aid pronunciation. Babies communicate effectively with staff members as they babble with excitement during well planned and age appropriate activities as staff skilfully narrate their play for them. For example, they discuss textures and how the rice pudding and custard mixture feels as children explore using their sense of taste and touch. Children are encouraged to form sentences by staff that are skilled in supporting them and join in with discussions as they recall the activities they have taken part in throughout the day. Children love to sing and clearly recognise well known songs and nursery rhymes, such as 'sleeping bunnies'. They confidently join in, with words as well as the actions, which also provide them with good opportunities to be active. Early literacy and physical skills are sufficiently developed indoors as children repeatedly practise their writing using a range of media including paints, chalks and pens. However, the nursery does not yet provide such a good range in the outdoor environment. As a result, opportunities for children to develop their early writing skills are not fully available. Children are gaining in confidence in using numbers throughout their play and they are encouraged to count. For example, they join in with counting songs and with support count the bricks they build with. Staff members maintain the children's focus on their learning by actively using an effective range of teaching strategies to skilfully support, challenge and extend children's learning. They ask children to describe the constructions they make using the bricks and discuss with them whether it is to be big or small. Children respond enthusiastically to their interest and questions and describe their construction as being a 'big trampoline'. However, there is scope to improve children's number skills further by increasing the display of numerals throughout the nursery to support them in their recognition of number. Babies and young children are animated as they eagerly explore the natural resources available to them in the treasure basket. They too learn about shape, size and texture as they explore the items using their hands and mouths.

They pour the bead chains between their hands and discover the smoothness of the shell as they place it in their mouths. This in turn contributes towards their physical development as they learn to grasp smaller objects. Children are motivated and keen to learn in this inclusive and welcoming nursery and are developing the necessary skills in readiness for school.

The combined approach of gathering and sharing information is very effective; therefore, partnerships with parents and carers are very good. The entrance area of the nursery provides good quality information for parents, this ensures they are well informed and effectively signposted if they require additional help and support. Staff encourage all parents and carers to be involved in their children's learning. For example, they complete daily diaries and make effective use of daily discussions to talk about children's progress in addition to arranging regular review meetings with them. Staff also provide a wide range of information on how learning can be supported at home and ask parents to share their own observations of their children's achievements. Parents and carers appreciate the support and involvement the nursery provides them stating it is a cheerful and welcoming nursery.

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

The key person system is well embedded. Staff members know their children extremely well, provide for their individual needs and display a secure understanding of their role and responsibility. Children settle quickly because staff provide toys and resources that they know the children enjoy playing with, while meeting their care and learning needs. This is because staff sensitively discuss and record in detail children's overall needs and starting points with parents. Children make a number of visits prior to starting; gradually increasing the amount of time they spend at the nursery. This supports their emotional security and ensures a smooth transition between their own home and the nursery. A warm, welcoming and friendly environment is evident which helps to meet children's emotional and physical needs well, they smile with pleasure and are confident to make their requests known. The transition process between rooms is also steadily built up so that children gradually move into their new room with ease and, most importantly, when they are ready.

Staff understand the importance of creating a relaxed and fun filled time for children. There are clear routines in place which help children feel secure. For example, most children's attention is gained by staff talking to them and explaining the time and understand that at this part of the day they need to tidy toys away, such as before lunch. They show good levels of care towards toys and resources carefully placing items in their correct storage places. Children's behaviour is good and their self-esteem is high. Staff have a calm and consistent manner with the children, which results in them showing children the best way to behave. In addition, they work sensitively supporting children who require extra support in learning about what is expected of them. This all helps them to prepare for the next stage in their learning and development.

Children engage enthusiastically in physical play which demonstrates their understanding

of keeping themselves healthy. They are developing good hygiene practices as they fully understand they must wash their hands following outdoor play and in preparation for lunch and snacks. Self-help skills and independence are well promoted and supported in everyday routines, especially at meal times. For example, children are encouraged to serve their own meals and pour their own drinks. Children are developing an understanding of risk because staff provide clear guidance and explanations to them. For example, they gently remind them to be careful of their friends when engaging in boisterous dancing and allow them to work out for themselves safe methods of manoeuvring down the wet slope outdoors. This means children are able to move about freely and safely. In addition, at busy times, such as when parents are arriving, children engage in group activities where staff can closely supervise them to further ensure their safety. These timely gentle reminders from staff and close supervision, further supports children's understanding of keeping themselves and others safe. There is a wide range of good resources for children to choose from, such as, crafts, books, construction toys and role-play items. Outdoors they have lovely opportunities to explore using natural resources in the exploratory garden.

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

Management and staff continue to demonstrate a good understanding of the safeguarding and welfare requirements and ensure risk assessments are continually reviewed to support children's safety. 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 the incident, management appropriately notified Ofsted and a full investigation took place into the circumstances of the incident. As a result, a thorough risk assessment of the environment has been undertaken by the nursery and extensive plans are in place to reconfigure the layout of the playrooms and children's bathroom, to ensure improved supervision and safety for all children. In addition, management have introduced further effective systems to support staff in ensuring children are all accounted for as they move around the premises. Additional staff meetings are planned to discuss the improved layout plans of the nursery and re-affirm staff's understanding of the importance of safety and supervision and they have reviewed all associated policies and procedures to ensure staff remain vigilant. Secure gates and doors are in place to ensure children cannot access restricted areas and re-organisation of routines means children are more closely supervised at busy times during the nursery day. The robust recruitment procedures help to ensure that staff are suitable and confident in their role of working with young children. Staff are vetted through the Disclosure and Barring Service checks, further helping to keep children safe. They are fully aware of the steps to follow should they have any concerns about children and understand the procedures to take to help keep children safe from harm and abuse. The nursery maintains all required documentation and there is a wide range of policies and procedures, which are designed to underpin practice. A wealth of information is available for parents and displayed throughout the nursery. This means that parents are kept well informed about the organisation of the nursery.

The nursery is managed by a motivated management team who have a clear understanding of the responsibility of the nursery to deliver and meet the requirements of the Statutory framework for the Early Years Foundation Stage. The manager has a secure knowledge of the nursery's strengths and areas for improvement. A focus improvement plan is completed and includes input from the staff, parents and children attending the nursery. The manager has addressed the previous recommendations and meets regularly with the local authority development officer to review the nursery practice and the nursery action plans. Staff's ongoing suitability is monitored through the manager carrying out annual appraisals and holding regular supervision meetings. This gives the staff and manager a good opportunity to discuss any concerns about performance and any training and development needs, which results in any concerns about their performance being picked up quickly and addressed. Ongoing staff development ensures that they continually improve their knowledge and understanding of good quality practice. This all provides evidence of a commitment to continually improve the provision to improve the service for children. Thorough, effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make good progress in all areas of learning.

Parents speak extremely positively about the nursery. They say 'their children have come on extremely well since attending the nursery and the staff team are friendly, approachable and support them really well'. They also state 'that the toys and facilities are really good and that staff members know their children very well and keep them fully informed of their children's learning'. Parents are kept informed about their children's progress and the next steps in learning so they can support this at home. Links with outside agencies and other professionals in the community are strong. The manager and staff work closely with the health visitor and social work team and they attend multi-agency meetings to meet the needs of the children concerned. Good working partnerships have been developed with the local schools to ensure the quality of support offered to children as they continue their education and move onto school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	953539
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	88
Name of provider	Barnardo's
Date of previous inspection	09/10/2013
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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Piccadilly Gate
Store St
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M1 2WD

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