

Newlife Children's Centre

NEWLIFE NURSERY, Station Road, Plymouth, PL7 2AU

Inspection date

Previous inspection date

27/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy going to the nursery. Staff prepare them well for school because they help them to become confident learners.
- Children make good progress because staff effectively engage with children in their play activities to promote all areas of learning and development.
- Staff implement a robust key-person system to promote continuity of care and to set clear targets for each child.
- Self-evaluation procedures effectively identify action plans for further improvement and continuous development.
- Staff promote positive partnerships with parents, carers and relevant others, which enables them to provide good support for children's individual development.

It is not yet outstanding because

- Although staff provide a suitable range of activities and toys for babies and toddlers, they do not always organise play areas to attract and extend interest for mobile babies.

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 staff working with babies and children.
- The inspector read a sample of children's development records.
- The inspector had discussions with the manager, staff and parents.
- The inspector undertook joint observations with the manager.
- The inspector discussed specific policies and procedures, including the arrangements for safeguarding children's welfare.

Inspector
Julie Wright

Full report

Information about the setting

Newlife Children's Centre re-registered as a limited company in 2013. It has been open for over 20 years and is privately owned. The nursery operates from a self-contained building comprising of three group rooms and appropriate facilities. There are two enclosed outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday throughout the year, from 8am to 6pm. There are currently 85 children on roll, 80 are in the early years age range. The nursery receives funding to provide free early education places for children aged two, three and four years. The nursery supports children who have English as an additional language and those who have learning difficulties and/or disabilities. There are 14 staff employed to work with the children. The manager has Early Years Teacher Status, one member of staff is qualified at level six, and all other staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- develop the learning environment for mobile babies to enable them to have a wider choice of resources and to make their own discoveries.

Inspection judgements

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

Staff care for children in three groups, with babies up to the age of two years in the Sea Turtles room. Older children play and learn in the Seahorse and Dolphin areas. In all areas, staff provide a good balance of adult-led and child-initiated play to develop children's skills for school. They enable children to be creative and to make independent choices because resources are readily accessible. For example, children select cardboard boxes, sticky tape and pens, then busily design their own construction. Other children come along and show interest, offering to help and to join in. This shows that children learn to cooperate, be inquisitive and instigate play. The Dolphin classroom is used for more structured activities to develop children's concentration and compliance in a group situation. Staff plan an effective timetable of activities to promote children's speech and language development. They work closely with their key groups of children to focus on individual learning targets. This provides an effective, consistent approach to help children achieve their next developmental steps. Children learn about letters, both written and sounds, which supports their early literacy development. They eagerly sit together for story time, listen carefully and interact at appropriate times. Staff interact well with children to promote learning and interest during activities. For instance, they teach children to count in order and then to recognise numbers. They encourage children to

make mathematical comparisons as they ask 'which one is bigger or smaller?'

Staff are attentive to babies and toddlers, so they effectively meet individual needs. They sit on the floor with babies to maintain good eye contact and to support learning. Staff talk to babies, babble and copy their sounds, which promotes communication. Babies smile and respond in recognition as staff sing a familiar nursery rhyme. Toddlers select teddies, dolls and spoons, then pretend to feed them. They take a blanket and indicate to staff that they want help to wrap it around the doll. Jigsaws and shape sorters promote hand-to-eye coordination as younger children learn how things fit. Toddlers discover cause and effect as they place balls into a musical toy, then press a lever to release them. Although they enjoy and learn through repetition, there is not always a wide variety of accessible resources to promote further interest as babies explore.

Observation, assessment and planning procedures are consistent throughout the nursery. Staff have developed clear systems to monitor children's progress and share information with parents. They have frequent discussions with parents and encourage their involvement in children's learning. For example, they invite parents into the nursery to help with activities. Newsletters and notice boards provide details of current activities and suggest ideas for home learning. Parents tell staff about family events and children's achievements, to add to development records. Staff complete regular summary assessments, including the progress check when children reach the age of two years. They prepare transition documents ready for when children leave to go to school. Nursery staff form positive partnerships with schools and other providers to support children's development.

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

Children settle well and are happy in the nursery. They show confidence and a clear sense of belonging as they move around. Children choose where they want to play and express their needs well. For example, two-year olds ask to play in the Sea Turtles room because they know and remember the staff, and so they feel secure. Older children take pride and ownership in the Dolphin classroom. They help to create wall displays, decide rules and choose where to put resources. For instance, they take things from the classroom outside for a particular activity and vice versa. Children play out on a regular basis and staff give equal attention in their planning of outdoor provision. This means that children continue to make progress in all areas of their learning and development. Physical play includes sports- type activities, balancing, riding wheeled toys and running around. Staff encourage children's awareness of being healthy in various activities. For example, children cut out pictures of sports equipment and different foods to make a collage. They learn about what and why things are good for them. At mealtimes, staff ask children why they have to do things, to help them to understand more. For instance, children know that milk 'makes bones grow strong'. Staff encourage children to understand suitable portions and to help with tasks, so children develop independence skills.

Staff take relevant information from parents when children first attend to enable them to meet needs and provide consistent care. For example, they follow babies' feeding and

sleeping routines, so babies are happy and content. Staff effectively implement the nursery's policies and procedures to promote children's health, safety and well-being. They demonstrate good hygiene practice to prevent risk of illness and infection. To prevent babies from being frightened during the fire drill, they regularly place them in the evacuation cot. This helps babies to become familiar with this equipment and feel safe. Staff respond to toddlers when they show they want to do something particular, such as to play outside. Toddlers show developing independence as they collect their shoes and then sit to have them fastened. With staff support, they learn to feed themselves and gradually use cups without lids. Staff demonstrate a good understanding of toddler behaviours. They manage this well with positive age-appropriate strategies. For example, they observe and monitor children closely to prevent injuries or incidents. Staff demonstrate being kind and nurturing to help toddlers learn. Toddlers show their understanding as they cuddle dollies and 'rub better'. Babies and toddlers form attachments to key people and learn to be social in play.

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

Clear arrangements are in place to maintain ratios and safe supervision of children. For example, staff rotas are organised to make sure that there is sufficient cover for lunch breaks and shift patterns. Walkie-talkies enable staff to call for prompt assistance when they are outside with children. Sleeping babies are checked every ten minutes by staff to ensure safety and comfort. Staff monitor details of accidents and injuries to children as part of their ongoing assessment of risk. They take prompt action to minimise hazards and to maintain a safe environment for children. Staff understand their roles and responsibilities to protect children from harm. They attend relevant child protection training to update their knowledge of the Local Safeguarding Children Board procedures. Safeguarding is a routine agenda item for discussion at staff meetings. Induction, appraisal and supervision procedures also cover child protection. This means that managers continue to reinforce and monitor staff awareness. Information for staff covers whistle-blowing procedures, safe practice and actions to take with regard to allegations and complaints. The provider is aware of the requirement to notify Ofsted of significant events. There are robust vetting and recruitment procedures to check that staff are suitable to care for children.

Managers monitor ongoing suitability and staff performance through observations and appraisals. Staff reflect on their practice and take an active part in their professional development plan. They attend various courses and compile training information to share with staff. Additional evaluation is undertaken through local authority welfare audits. Staff work well together to complete action plans and secure improvements. Current development plans include staff attending training on Forest School activities before using adjoining land to extend outdoor learning opportunities for children. They have also identified further development of support for children who learn English as an additional language. The nursery has good links with other providers and agencies. This enables them to provide additional support to children's development, such as in their speech and language. Parents are very pleased with their children's progress since starting at the

nursery. They describe positive relationships with staff and say how helpful staff are. Parents appreciate the flexible attendance arrangements and good support for children's individual development.

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	EY468489
Local authority	Plymouth
Inspection number	949122
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	85
Name of provider	Woodwater Ltd
Date of previous inspection	not applicable
Telephone number	07792365911

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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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