

Shiney Row Childcare Limited

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

Inspection date	11/07/2014
Previous inspection date	07/10/2013

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

- Staff have high expectations of the children and provide challenging activities that effectively promote their learning.
- Children develop good mathematical skills for their age. This is because staff make very good use of everyday play-based activities to encourage early counting.
- The manager maintains a good overview of the progress children make through daily discussions with staff to ensure any identified strengths and weaknesses in children's learning and development are addressed through intervention, if required.
- Staff work effectively with parents to develop a clear picture of children's development, which supports their individual learning and development needs.
- Children are safeguarded very well as the provider and manager take all necessary steps to keep children safe and well.

It is not yet outstanding because

- Opportunities for children to maximise their early writing skills are not always provided in the outdoor environment.
- There is room to strengthen partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support children receive.

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 had a tour of the setting.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the management team self-evaluation form.
- The inspector observed teaching and learning activities in the main setting room and the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a meeting with the registered provider and manager of the nursery, and discussed a range of policies and procedures.

Inspector

Nicola Jones

Full report

Information about the setting

Shiney Row Childcare Limited was registered in 2013 and is 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 11 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday, during term time only. Sessions are from 8.30am until 5.30pm. Children attend for a variety of sessions. There are currently three children on roll who are in the early years age group.

What the setting needs to do to improve further

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

- extend the range of resources provided outdoors to promote children's literacy development in order to further enhance their already good early writing skills
- strengthen the relationship with other settings children attend so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

Inspection judgements

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

Staff provide a good range of interesting, stimulating and challenging experiences for children to enjoy in the indoor environment. Areas of provision have been carefully thought through and created to cover all seven areas of learning. This means that children thoroughly enjoy exploring their environment, find out about things and try out and practise their own thoughts and ideas. For example, children use wind-up torches as they play and enjoy shining them onto the wall. Staff support their learning well by asking effective questions, such as 'How will you turn the torch on?', to extend their language and thinking skills. Staff recognise their role in building the right conditions for children's learning. They ensure each child feels valued as an individual and their own rate of development is respected. Regular assessments of learning are carried out from the outset. Establishing starting points enables staff to build upon children's prior knowledge and skills and support their next steps in learning. This ensures all children are supported in ways that are right for them. Consequently, children make good progress as a result of attending the setting.

The quality of teaching is consistently good. Staff sit alongside children as they play, helping them as needed to do what they are trying to do, without taking over or directing. They ensure children have uninterrupted time to play and explore. This enables children to become engrossed in their play and maintain focus on their activity for a period of time. For example, when children explore paint, they show great fascination in mixing the colours before painting the hand of their key person. Staff make good use of information gathered from observations to plan next steps for children's learning and development. They recognise when children show interest in letter formation and begin to write some letters of their name independently. Staff support this generally well by providing resources indoors, such as chalks, whiteboard markers, easels and paper. However, opportunities and resources are not consistently provided in the outdoor environment to extend children's already good writing skills even further. Staff make very good use of everyday play-based activities to support children's mathematical development. Staff are confident in describing how they use resources, such as story books, model dinosaurs and cars, to help children to count and recite numbers in order to 10. This is reflected in their practice, and children regularly engage in counting activities throughout the session. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, they enjoy the sensory experience of exploring paint, fit together pieces of train track and handle construction materials safely and with increasing control. In the outdoor environment, children jump in and out of large tyres, climb confidently on a wooden structure, ride bikes and practise spinning the large plastic hoops. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Staff make very good use of information gathered from parents to support children to make progress in their learning and development. Detailed learning journal books are created for each child and show examples of their work, observations and photographs. This information is linked to the areas of learning and is tracked over time to demonstrate progress. Parents have regular access to this information and have good opportunities to contribute examples of children's learning at home. For example, parents write in learning journals to say their children have been singing popular nursery rhymes about stars at home. Staff use this information well and thread this effectively through into planning to provide opportunities for children to sing this in the setting. Views and information gathered from parents about children's learning at home enable a clear picture of the child to be developed. This supports their learning and development very well.

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

Children and their families receive a warm welcome at this friendly setting. The provider has acted upon the action set at the previous inspection and has implemented an effective key-person system. This ensures that children are cared for by staff who know them very well and help them to become familiar with the setting. For example, staff set up activities they know children are interested in or have asked for. This enables them to come into the setting and develop confidence in separating from their parents. Good quality information is gathered from parents when children first start attending. Profiles are developed and show how information regarding children's emotional and physical well-being; for example, their medical needs are continually addressed by staff in the setting.

Staff prepare children well emotionally when the time comes for them to start school. They provide opportunities for them to talk about their new teachers and the school environment in a positive way.

Throughout the setting, relationships between staff and children are good. This promotes a relaxed and happy environment, which enables children to feel cherished and secure. Children show respect for one another, behave well and begin to understand the importance of safety through the various activities on offer throughout the session. This is because staff explain why safety is an important factor when using equipment and have sensible rules for everybody to follow. For example, children receive gentle reminders to keep away from the steps when playing outdoors. Consequently, demonstrate safe practices, such as making sure no other children are in their way before they spin large hoops. Daily opportunities are provided for children to be physically active and exuberant. They access a large grassed area with a generally good range of equipment and resources to support their all-round development. Children's physical well-being is further promoted as staff provide fresh, healthy snacks and frequent drinks of water for children to enjoy. They talk to them about the importance of eating fruit, encouraging them to try different tastes and textures. The manager and her staff team act upon comments made from parents in respect of food provided each day. For example, when parents requested a broader range of foods offered at snack time, the variety was increased.

Staff support children's independence skills well in the setting. Children are able to find and return what they need in order to support their play. This is because the environment is organised effectively and resources are clearly accessible and stored at an appropriate height or on the floor. Independence is further enhanced when children serve themselves at snack times. They access the bathroom independently and attend to their own personal needs, such as hand washing. Staff meet children's personal needs well as they gently wipe their noses when they are suffering from a cold.

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

Since the last inspection, the provider has improved the setting in relation to staff's ability in meeting children's individual learning and development needs, the key-person system and the provision of an appropriate environment for babies and very young children. Staff have received training in the learning and development requirements and are now confident in extending children's next steps in learning and establishing their starting points, in conjunction with parents. The manager monitors this well through regular analysis of planning and assessment documentation and ongoing observations of staff practice. This ensures consistency across the staff team and ensures all assessments made accurately reflect children's abilities and achievements. The manager maintains a good overview of the progress children make through daily discussions with staff to ensure any identified strengths and weaknesses in children's learning and development are addressed through intervention, if required. Staff are further supported through effective supervision and mentoring arrangements, which ensure they are provided with opportunities for them to discuss and address any issues concerning children's development or their practice. The manager and her staff team are committed to

continuous improvement and reflect daily on the service they provide. There are plans to re-locate the room accessed by babies and very young children to create greater opportunities for their natural exploration. Other areas for improvement are identified through consultation with staff, parents and children to improve practice and provision and support children's achievement over time.

The provider, manager and their staff team take all necessary steps to keep children safe and well. A well-written policy is in place to safeguard children. This is in line with guidance and procedures of the Local Safeguarding Children Board. All staff have good awareness of procedures in place in the setting and understand their role in keeping children protected and safe from harm. For example, all staff know who to contact if they have concerns regarding the welfare of a child or if they have concerns regarding the practice of other staff members. The provider and manager ensure all staff are suitable to fulfil the requirements of their role and have had appropriate checks carried out. Children are protected further as all areas of the setting they come into contact with are safe and secure at all times, and any accidents or injuries sustained are effectively recorded and managed. Staff carry out daily risk assessments to ensure all areas accessed by children are safe and free from hazards. They are vigilant throughout each day, supervise children well and remove any potential risks which may cause a danger to children.

The manager and staff team are committed to working in partnership with parents and others, and take a lead role in establishing effective working relationships. Partnerships with parents are well established and make a strong contribution to meeting children's needs. Parents spoken to during the inspection use words, such as 'I love it for my child', when describing the care, experiences and opportunities provided by the staff team. There are well-established channels of communication with the local children's centre and other agencies and services, to meet children's individual and specific needs. However, there is room to strengthen the partnerships with other settings children attend so that there is a more effective shared knowledge about children to support continuity in their learning and achievements. For example, staff discuss summaries of learning with parents and encourage them to share this information with teachers when children attend local schools, rather than contacting the schools directly themselves.

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	EY461847
Local authority	Sunderland
Inspection number	963558
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	12
Number of children on roll	3
Name of provider	Shiney Row Childcare Limited
Date of previous inspection	07/10/2013
Telephone number	01913855255

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

