

Leam Lane Day Care Centre



Leam Lane Community Centre, 129 Cotemedede, GATESHEAD, Tyne and Wear, NE10 8QH

Inspection date	22 May 2015
Previous inspection date	3 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Managers and leaders are truly dedicated to their roles and continually strive to improve their provision through the effective monitoring and detailed evaluations of their practice. They inspire and motivate the whole team to further enhance their knowledge and skills through a good programme of support, coaching and training.
- Children are very happy and settled in this welcoming and appealing nursery because staff are supportive, caring and kind. Staff know their children well and foster their emotional well-being as they respond to their every need.
- Staff use the information from their observations and assessments to plan a good range of challenging and fun activities that support children's next steps in learning. As a result, children make good progress and are ready for the next stages in their learning.
- Partnerships with parents are very good. Staff keep parents well-informed of their children's time at the nursery through effective 'to and fro' books. Information leaflets and sharing sacks ensure that parents are able to extend children's learning at home.
- Children are strongly valued as individuals. Photographs of children and their families are displayed on the family board for them to observe and talk about. Furthermore, staff enhance the areas with a wide range of visual aids, braille and words and phrases in a variety of languages. As a result, all children learn about each other's uniqueness.

It is not yet outstanding because:

- On occasions, younger children become easily distracted during group time.
- Opportunities to challenge children to think creatively for themselves are sometimes missed.

What the setting needs to do to improve further

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

- strengthen the planning and organisation of group-time activities for the younger children, so that the activities provided are skilfully tailored to children's needs and interests, to prevent them from becoming easily distracted
- maximise the opportunities for children to think creatively for themselves, to enhance their communication and language skills, for example, by carefully posing a range of challenging questions at every opportunity.

Inspection activities

- The inspector toured the nursery.
- The inspector observed children during their freely chosen activities, during their group time activities and during a focused outdoor activity.
- The inspector held discussions with staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager of the nursery during a group-time activity.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- The inspector held meetings with the equality and diversity leader and the manager of the nursery.
- A range of documents were examined by the inspector. These included the policies and procedures, risk assessment records, children's learning files, staff training records, evidence of suitability checks and planning documents.

Inspector

Charlotte Bowe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Older children enjoy following instructions from staff to complete a simple programme on the computer. They use the mouse with increasing control and welcome the praise they receive for their efforts. Babies develop their exploration skills when making marks with their fingers in shaving foam, and have fun emptying and filling containers in the water. Group-time activities support children in developing good social skills. However, although staff have high expectations of children, younger children become easily distracted during some group times. This is because the activities provided sometimes exceed their capabilities and are not always skilfully shaped to their interests. Children have fun searching for bugs in their allotment, using their binoculars and magnifying glasses. Staff talk activities through and ask a good range of challenging questions. However, on some occasions, these opportunities are missed because they are not always carefully posed.

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

Staff are dedicated to their roles and place children at the heart of what they do. Settling-in procedures are skilfully tailored to children's needs. A flexible key-person system ensures that children develop secure emotional attachments. Children learn about foods that are healthy and unhealthy when making posters to enhance their role-play area. They take regular exercise in the freely accessible outdoor areas and begin to manage risks for themselves. For example, young babies are encouraged to pull themselves up to standing using the low-level furniture. Older children take a leading role in completing their own daily risk assessments. Children adopt good hygiene practices when washing their hands independently before mealtimes. They enjoy serving their own lunch and work together to tidy away their resources. Teachers are invited into the setting to meet with children before starting school, so that good relationships are formed in a familiar environment. Stories about starting school ensure that children are emotionally prepared.

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

The highly qualified staff team works very well together. Regular evaluations of practice, observations of practice and effective one-to-one meetings clearly identify what works well and what needs to be improved. Early years related topics are researched by managers and communicated at staff meetings. This ensures that staff extend their already good knowledge. Staff use this information to make effective enhancements to their practice, to improve the care and learning opportunities for children. Children's progress is monitored at every level to ensure that any gaps in learning are swiftly identified and supported. Children are kept safe by a team of staff who show a high regard for their safety. Effective risk assessments are regularly reviewed to reflect the types of activity that children are engaging in, and following, the monitoring of any accidents. Recruitment procedures are robust and ensure that staff are skilled and suitable for their role. Staff have a very good understanding of the procedures to follow to protect children from harm.

Setting details

Unique reference number	EY434702
Local authority	Gateshead
Inspection number	853564
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	103
Name of provider	4 Children
Date of previous inspection	3 April 2012
Telephone number	01132 427050

Leam Lane Day Care Centre was registered in 2011. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 3 to 5 and the manager holds an appropriate qualification at level 6. The nursery is open Monday to Friday, for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

