

Chilton Meadows Nursery

Inspection report for early years provision

Unique reference number	EY217668
Inspection date	10/09/2008
Inspector	Julie Morrison
Setting address	Chilton Moor, Houghton - le - Spring, Tyne & Wear, DH4 6LX
Telephone number	0191 3854333
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Chilton Meadows Nursery is owned by an individual and was registered in 2002. It operates from four play areas in a self-contained building. All children share access to an outdoor play area. The premises are accessed by a ramp. It is situated in a residential area of Houghton Le Spring. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The setting is registered on the Early Years Register for a maximum of 35 children at any one time. There are currently 39 children aged from birth to under five years on roll. The nursery employs 12 staff, of these 11 hold an appropriate early years qualification.

Overall effectiveness of the early years provision

The learning and development and welfare requirements at the setting are not fully met. Learning opportunities in the provision have significant weaknesses which restrict the learning and development of the children. Ofsted have not been informed of significant changes to management and security at the setting is not consistent. The setting has made some progress towards addressing recommendations from the last inspection. However, robust procedures to maintain continuous improvement are not in place. All children and their families are welcomed into the setting by approachable staff and procedures to obtain information about children's needs promotes a suitably inclusive environment.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that Ofsted are informed of all significant changes of staff and that staff hold appropriate qualifications 24/09/2008
- ensure that risk assessments are up to date and that the premises are secure at all times 10/09/2008
- ensure that parents are informed of all accidents and medication, and that prior consent to administer medication is obtained 17/09/2008
- plan and provide activities which are appropriate to each child's stage of development 24/09/2008
- develop effective systems of evaluation to ensure that the individual needs of all children are met and to promote an environment of continuous improvement. 26/09/2008

To improve the early years provision the registered person should:

- plan activities and ensure that children have access to resources which promote their understanding of diversity.

The leadership and management of the early years provision

The setting has appropriate procedures in place for vetting and recruitment, however, these have not been effectively implemented. Ofsted have not been informed of changes to the management structure and as a result, checks to ensure their suitability, including relevant qualifications, have not been carried out. This does not meet the welfare requirements. All required policies and procedures are in place and stored to promote confidentiality. Adult to staff ratios are maintained and a suitable key worker system is in place. Some improvements have been made since the last inspection. For example, staff benefit from suitable training to promote their professional development. However, recommendations to develop planning so that all children are sufficiently challenged and to ensure that they receive a broad based curriculum, have not been sufficiently met. Team meetings and appraisal systems are in place to discuss individual and setting development. However, procedures for evaluating and monitoring the provision are not robust and as result weaknesses have not been identified. This does not foster a culture of continuous improvement. Clear policies and procedures are in place to support children's good health however, these are not consistently implemented by staff. For example, some medication and accident forms have not been completed and signed by parents. This does not meet the specific legal requirements and does not effectively safeguard children. Some use is made of written risk assessments to ensure that the space remains safe, however, these are not up to date which compromises children's safety.

The setting benefits from clear written equal opportunities and 'special educational needs' policies. A Special Educational Needs Co-ordinator who has attended relevant training is in place to support any identified learning difficulties or disabilities. Staff have appropriate behaviour management techniques in place to support children's understanding of right from wrong. Children are encouraged to be kind and share, and as a result, they are beginning to show care and concern for each other. For example, one child offers her teddy bear and gives a cuddle to another child who is upset.

The setting offers an inclusive and welcoming environment for children and their families. Parents receive an informative nursery pack and staff gather relevant information from parents to ensure that they are aware of children's individual needs. Suitable procedures are in place to share information with parents about their child's care and development. For example, daily sheets for babies are completed and verbal feedback is provided to parents of older children. An open door policy and written reports when children move to the next room, ensure that parents are kept sufficiently informed about their child's progress. Staff discuss children's interests with parents however, there are no formal procedures to further extend children's learning at home.

The quality and standards of the early years provision

Children benefit from positive relationships with most staff members, for example, they approach them confidently for cuddles and reassurance. They are able to play independently and make choices from a suitable range of resources, which staff ensure are clean and suitable for the children. However, play is not consistently purposeful, because most staff do not make good use of questioning to extend children's learning and development towards the early learning goals. Children's needs are not consistently met because some staff show little enthusiasm to motivate children. For example, staff members are uninspired as they attempt to get children to join in with a singing activity and fail to notice that the children are not participating.

Planning for children's individual learning needs is not secure. Staff have little understanding of the Early Years Foundation Stage and planning is not in place. They make some use of focused activities linked to the areas of learning, however, these are not up to date for younger children. Focused activity sheets show no differentiation for children's abilities and the same activity is repeated throughout the week. This does not meet children's individual learning and development needs. Staff record appropriate observations and these are included in children's individual files. Colourful photographs and evidence of children's work are recorded, along with suitable recording of progression towards the early learning goals. However, observations are not used to inform future planning for children.

Older children have some opportunities to develop counting skills, for example, they sing nursery rhymes and are encouraged to count as they look at books. However, everyday opportunities to further develop problem solving, numeracy and information technology skills are missed and resources are not used effectively. Opportunities for children to learn about the wider world are limited. Staff discuss issues with children as they arise, however, no activities are planned to support this. The setting displays limited images to promote awareness of diversity and resources are not consistently available to children. Children at the setting enjoy looking at and reading books, older children listen attentively and interact with stories at circle time. They sit independently with books and are able to understand that print carries meaning, as they follow the words and pictures. Children benefit from some opportunities to develop fine motor skills, for example, they confidently use scissors, paint brushes and attempt mark making with pencils.

Children are suitably safeguarded as staff have a clear understanding of the procedures to follow if they suspect a child is being abused. Children have some opportunities to learn how to keep themselves safe as they take part in regular fire drills and staff give gentle reminders, not to run as they may hurt themselves. The front door to the setting is not secure, this does not safeguard children and does not meet the welfare requirements.

Suitable hygiene procedures are in place to promote children's health, for example, staff regularly clean tables and wear aprons to serve lunch. However, children do not consistently wash their hands before snacks and after using the toilet. Suitable opportunities for outdoor play help to promote children's good health, they play on

swings and older children have fun playing hide and seek with one member of staff. All children benefit from a healthy diet at the nursery. They help themselves to a variety of fresh fruit at snack times and enjoy nutritious and well balanced lunches. Staff gather information from parents to ensure that any dietary needs are met and babies' routines are clearly displayed on the baby room wall.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Inadequate
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Inadequate

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Inadequate
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Inadequate

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Inadequate
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Inadequate
How well are children helped to stay safe?	Inadequate
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Inadequate
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Inadequate

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.