

Chilton Meadows Nursery

Inspection report for early years provision

Unique reference number EY217668
Inspection date 19/01/2009
Inspector Sharon Greener

Setting address Chilton Moor, Houghton-le-Spring, Tyne and 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 opened in 2002 and is owned by a limited company. It operates from four playrooms in a self-contained building. It is located in the Houghton-Le-Spring area of Tyne and Wear. The nursery is open each week day from 07.30 to 18.00 for 51 weeks of the year.

They are registered on the Early Years Register for a maximum of 35 children at any one time. There are currently 39 children from six months to four years on roll. Of these six children receive funding for early years education.

The nursery employs 12 staff, of these 11 hold an appropriate early years qualification and one member of staff is working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are welcomed into a setting where their individual abilities and preferences are suitably recognised by staff. Consequently, their needs are well met and they make satisfactory progress towards the early learning goals. However, not all hygiene routines are consistently implemented and processes to encourage parents to support children's learning at home are not sufficiently robust. The environment is safe and secure and children are able to explore and investigate at their own pace and become independent. All staff are involved in the process of evaluating the service, care and education provided and the process enables them to suitably identify areas for development to facilitate continuous improvement. The required documentation is in place and supports the operation of the setting satisfactorily.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that feeding bottles are appropriately stored at all times so as to promote and preserve children's well-being
- continue to develop staff's understanding of observation, assessment and planning methods to ensure that children receive personalised support and that all areas of learning and development are connected and addressed equally
- continue to develop staff's knowledge of the Early Years Foundation Stage so that their interaction has a positive impact on children's learning and development
- continue to develop methods of enabling parents to support and enhance their children's learning at home.

The leadership and management of the early years provision

Procedures relating to the recruitment, vetting and induction of staff and student are satisfactory. The ongoing suitability of staff is monitored through annual appraisals, observation of their practice and Criminal Record Bureau checks are updated periodically. Requirements regarding staff qualifications and ratios are appropriately maintained and staff are well deployed. They benefit from regular team meetings and access to training. Required record keeping systems, policies and procedures are in place and are well organised and regularly reviewed. Staff have a suitable understanding of policies and procedures, which are implemented well. In particular, they have a clear understanding of the action to be taken to safeguard children from harm. Suitable arrangements are in place to manage and record complaints. Actions from the previous inspection have been addressed appropriately. Staff show a satisfactory understanding of the Early Years Foundation Stage (EYFS) and improvements have been made to the systems to evaluate the service, care and education provided and of assessing risks. Methods used to monitor, assess and record the developmental progress of individual children have been amended and activity planning methods have been reviewed so as to link them to the EYFS and identify early learning goals. However, staff have varying levels of understanding of these processes. All staff are involved in the evaluation of the provision. This enables them to identify strengths and areas for development satisfactorily to continually improve the care and education provided to children.

Suitable links are fostered with other providers to facilitate the exchange of relevant information so as to help mutually support children's progression and continuity of learning. For example, copies of developmental progress reports are given to parents who are encouraged to share the information with other providers. Assessment records are sent to other settings when children leave the nursery and staff have spoken to teachers by telephone on occasions to share relevant information. Parents are kept well informed of their child's progress, events of the day and other general information. This is achieved through ongoing verbal feedback from staff, photographs and respective parents access to their child's records. Information about planned activities is displayed for each playroom and there is a large display relating to the EYFS for parents reference. Staff tell parents of any favourite toys, activity, story or particular interest their children may have to enable them to support their child's learning at home. For example, one child's growing interest in numbers and another child's love of dinosaurs. However, no other initiatives are currently used to encourage or support parents with this.

The quality and standards of the early years provision

Children are recognised as individuals and staff tailor each child's admission to the nursery so as to meet their specific needs. Staff show sufficient awareness of how to support children who speak English as an additional language or those with learning difficulties and/or disabilities. Key words and phrases in a child's home language would be sought from parents, coupled with the use of facial expressions, gestures and flash cards to aid staffs communication with children.

Staff have made links with health visitors and would seek appropriate guidance from other professionals as necessary to enable them to support children appropriately. Satisfactory procedures are in place to establish and record the individual starting points and abilities of children upon their admission to the nursery. Staff show sufficient understanding of the Early Years Foundation Stage. Some have completed relevant training and more training is scheduled. Staff obtain additional information through their observations of children and record of pertinent details. Records indicate individual children's current capabilities well and the planned next step to help them to progress. Planning is responsive to individual children's interests and this is reflected in the suitable range of activities and learning experiences provided. Children make satisfactory progress towards the early learning goals.

Staff are appropriately deployed and work well together as a team. Playrooms are suitably organised to create different areas of play and provide children with access to a satisfactory range of activities. Storage systems allow children to self-select resources and this helps to nurture their decision-making and independence skills. An adequate selection of resources to raise children's awareness of diversity is provided. Staff manage children's behaviour well using age appropriate tactics. Children's positive behaviour is recognised and praised to promote and reinforce such behaviour. They respond well and their behaviour is good. Hygiene standards are generally well maintained. Positive role modelling by staff and regular routines encourage children to adopt suitable hygiene practices. Meals are healthy and nutritious. Fresh drinking water and suitable drinks are accessible to older children or offered at regular intervals to younger children. However, not all feeding bottles are stored appropriately. Children have regular opportunities for physical play indoors and outdoors. A satisfactory variety of equipment is provided to promote and enhance children's physical skills. They go for walks and visit a nearby pond to feed the ducks and observe the wild life. Children enjoy indoor activities, such as dancing, action rhymes and ring games.

Security is very well maintained. Doors leading into the childcare areas are locked. Staff identify and screen visitors, all of whom must sign the visitors log and are fully supervised by staff. Arrangements for the collection of children are good. Children are only released to designated people. Staff supervise children closely and they have a suitable understanding of safety policies, such as outings and a lost child. They complete written risk assessments of playrooms and resources daily. Staff continue to use visual assessments to monitor and maintain safety throughout the day. More comprehensive risk assessments are conducted at least annually and documented by the designated safety person. Staff raise children's awareness of keeping safe sufficiently well. For example, they give simple and clear explanations of rules and boundaries, teach children about road safety and not approaching strangers. Appropriate safety equipment is in place and regular fire drills are completed and recorded.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.