

# Biddick Hall & Whiteleas Childrens Centre Daycare

Galsworthy Road, SOUTH SHIELDS, Tyne and Wear, NE34 9JD

<b>Inspection date</b>	23/05/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Key persons are highly skilled and sensitive and help children to form secure attachments and to feel very secure within the nursery.
- Staff work in close partnership with parents to update them on their child's care and developmental progress. Parents praise the staff highly for their commitment, professionalism and the caring service they provide.
- The knowledgeable and committed staff team have an very good understanding of the learning and development needs of young children. They use their skilled observations to plan individual activities which support children's next steps exceptionally well.
- Through the staffs timely intervention, children with additional needs are offered excellent support and make noteworthy progress.

### It is not yet outstanding because

- There is further scope to extend children's choice in books by having a wider range available that they can access freely.
- Lunch time routines mean that children are waiting some time before they can serve their food and this occasionally leads to children becoming unsettled.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the cluster manager, senior nursery nurse, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from parental surveys sent out by the nursery.
- The inspector conducted a joint observation with the senior nursery nurse.

## Inspector

Janet Fairhurst

## Full Report

### Information about the setting

Biddick Hall and Whiteleas Childrens Centre Daycare was first registered 2008 and re-registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is managed by the local authority. The daycare operates within Biddick Hall and Whiteleas childrens centre and is situated in South Shields, Tyne and Wear. There are four rooms available for the children with adjoining outdoor areas.

The setting opens Monday to Friday for 48 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 41 children attending who are in the early years age group. The setting supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at to at least level 3. One member of staff holds Early Years Professional Status.

### What the setting needs to do to improve further

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

- extend further the opportunities for older children to access a wider range of books
  
- enhance the lunch time routine in order to reduce the amount of time children have to wait to serve their food.

### Inspection judgements

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

The staff have an excellent knowledge and understanding of the Early Years Foundation Stage and, as a result, plan a creative and innovative curriculum for the children. The children are inquisitive and motivated to learn and are making very good progress in relation to their starting points. This is because staff collect valuable information on entry to form a baseline and make use of regular observation and assessment procedures. This information is used to plan an exciting range of adult-initiated and child-led activities, which children enjoy and enthusiastically take part in. Staff confidently discuss their key children's learning progress and can identify the most appropriate pathways to support their next steps in learning. The information is recorded in children's individual learning journals that make up their 'learning stories'. Staff maintain regular and accurate

assessments of children's achievements which are fed into planning systems. Children with special educational needs and/or disabilities and those who find learning difficult make excellent progress relative to their starting points and capabilities because of the excellent support and the provision of activities that is well suited to their specific needs. Individual learning plans are extremely well detailed and reviewed and updated regularly, with parents, carers and other agencies well involved, where appropriate. These robust systems ensure that all children receive effective individual challenges to help move them onto the next level in their learning.

Throughout the nursery staff provide excellent support for children to develop their language. As staff play alongside children, they skilfully use every opportunity to help them listen or talk. They repeat children's early attempts at words, extend their vocabulary by suggesting they 'squash' the play dough, or help them to explain how they are going to use the spade to find bugs in the garden. This individual support means that all children, including those who start below their age-appropriate levels, make excellent progress in their language development and are very well prepared for moving to school. Where children have English as an additional language, staff ensure that they work closely with parents to learn about the words children are using, so that children quickly become confident communicators. Children demonstrate their confidence in the use of language. For example, following on from their recent topic about rhyming words they are becoming adept at picking these out, such as 'cooking' and 'looking'.

Older children enhance their pre-writing skills as they make marks with chalk, crayons, paint, and pencils. They write with a clear purpose. For example, two children write out princess party invitations for their friends. Children are curious and solve problems as they use large blocks to create a step so they can see their friends over the fence. Toddlers become engrossed in puzzles and show real perseverance as they work out where each piece fits. Children count, compare size and shape, measure and weigh on a regular basis through a range of activities, including preparing vegetables to roast. Here the staff weave a range of learning opportunities seamlessly through the activities. For example, children count out the mushrooms; they name the colours of the vegetables, and learn that books are a source of information as staff use and refer to the recipe book. Children are provided with opportunities to develop a love of books, such as sharing 'story of the week' and initiatives such as 'book start'. However, there is a smaller choice of books for older children to freely select from.

All children thoroughly enjoy the range of outdoor play activities and experiences. For example, when on an insect hunt, older children use magnifying glasses to carefully examine the creatures they find. Toddlers thoroughly enjoy the sensation of the wind as they run about holding on tightly to their streamers. Children's understanding of the living world is further enhanced through the planting and growing of seeds and herbs. Children have some access to interactive toys and information and communication resources. However, staff have identified this as an area for development and plans are in place to increase the range of resources available for children. A variety of activities which celebrate other cultures are explored throughout the year. Images and resources provide children with awareness of the differences between themselves and others in the world around them.

Parents are kept extremely well informed about their children's progress throughout nursery. They attend regular parents meetings, share the wealth of information in the 'Learning Journey' files, or look at the photographs and 'learning stories' displayed around the setting. Parents make valued contributions about children's interests from home in their diary and through the discussions they have with their child's key person. This means parents are able to provide continued support at home for their children's learning.

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

The children are cared for by staff who work extremely well to meet their individual needs. For example, the staff take time to visit the children in their homes to initiate productive contact and get to know the children before they attend the nursery. Parents provide a wealth of information to ensure the staff have considerable knowledge of the children's likes and dislikes, which assists their smooth transition into the provision. A well-established and very effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make very good progress.

Children develop good levels of independence, because they are able to access resources themselves and make their own choices from an early age. Staff support this process extremely well, providing just enough support to allow children to succeed, whilst enabling them to 'do it themselves'. A good example of this was observed as a member of staff helped a child to fasten their zip and to pour their own water. Children blossom as praise clearly validates their achievements, celebrates their success and builds their self-esteem and confidence. Older children take an active role in the preparation of the tables at lunch time, they take great delight helping staff with table cloths and setting the table. Staff encourage children to serve their meals and this provides children with a sense of achievement and good self-help skills for their ages. However, the current cafeteria style arrangement means children are expected to wait for some time and this occasionally causes children to become a little unsettled.

Children are cared for in a safe and secure environment. The staff are extremely vigilant as they support the children in their play. For example, children are closely supervised as they explore the secure outdoor areas. Gentle reminders from staff ensure that children have a growing awareness of how to keep themselves safe as they move around the setting. For example, promoting walking when children rush around indoors. This is further reinforced through cooking activities, where children are taught how to use tools, such as knives, sensibly and safely. Children thoroughly enjoy spending time outdoors and the resources and activities provided to enhance their physical development and well-being are interesting and stimulate children's enthusiasm for active play.

Children are well supported in their transitions between rooms and parents are fully involved. As a result, children's individual needs are well met and their transition is smooth. Partnership between the setting and the school nursery is well established. Some children attend the setting and the school nursery and, for these children, staff share information regarding their activities and experiences, which ensures continuity of learning and care. They are introduced to their child's new key person and new routines are explained. Staff ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle.

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

Children are exceptionally well safeguarded. This is because ongoing training for all staff on child protection is given high priority. As a result, the staff have a very clear understanding of the signs and symptoms of abuse and use this knowledge to carefully monitor the children, safeguarding their welfare. Procedures to recruit staff are very good and thorough induction is carried out for all new staff. The nursery's policies and procedures are consistently implemented and there is a clear reviewing process to ensure these are always updated. Appraisal of staff is used effectively to support a comprehensive programme of professional development, which includes attendance at a range of appropriate local authority training. The new senior nursery nurse has implemented an effective system which enables her, along with the key person, to closely monitor and track the progress different groups of children make. From this they are able to identify the support needed for children, or areas of learning that can be further developed through providing staff training. This ensures all children are enabled to make maximum progress.

The effectiveness of the setting's engagement with parents, carers and other professionals involved in the children's lives is a real strength of the setting. Relationships are excellent and parents speak highly of the competence of staff, the quality of care provided and their delight at the relationships that have been formed with their children. Parents are kept well informed and involved in their child's ongoing development and feel confident that their child's needs are being met effectively. Links with other agencies, such as, the local authority, outreach workers, health professionals, speech therapist and portage workers are firmly established and ensure the best possible support to further enhance all children's learning and personal well-being.

High staff morale and ambitious, challenging and determined leadership indicate a good capacity for sustained improvement. The management team are clearly able to identify the strengths and areas of development for the nursery. Staff, parents and children are involved in the self-evaluation process and ideas for improvement are carefully considered and given the utmost priority.

## **The Childcare Register**

The requirements for the compulsory 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY457081
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	893524
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	67
<b>Number of children on roll</b>	41
<b>Name of provider</b>	South Tyneside Metropolitan Borough Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0191 4244845

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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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