



High View Nursery

Inspection report for early years provision

Unique Reference Number	EY217519
Inspection date	21 September 2005
Inspector	Lynne Pope
Setting Address	2 Viewforth Terrace, Fulwell, Sunderland, SR5 1PZ
Telephone number	0191 5499075
E-mail	
Registered person	High View Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

High View Nursery is one of two nurseries run by an informal partnership. It opened in 2002 and operates from six rooms in a four-storey converted end terrace house in Fulwell, Sunderland. A maximum of 74 children may attend the nursery at any one time. The nursery is open each week day from 07.30 until 18.00 for 52 weeks of the year.

There are currently 55 children aged from 6 weeks to 4-years-old on roll. Of these 16

children receive funding for nursery education. Children come from a large catchment area. The nursery supports children with special needs.

The nursery employs 10 staff. Eight of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have access to a clean, comfortable environment. They benefit from staff taking steps to prevent the spread of infection. For example, staff wear disposable gloves and aprons when changing nappies. They handle food safely. Children learn the importance of good hygiene as they help to wipe down tables prior to mealtimes. Staff have a clear understanding of children's dietary needs. Their wellbeing is enhanced as they access a healthy diet. Staff develop their understanding of staying healthy through discussions about why they should clean their teeth. Meals are freshly prepared on the premises. Appropriate permissions and records are in place for the administration of medication and recording accidents. Staff react promptly to accidents by being prepared at all times.

All children make good progress in their physical development, through well-planned indoor and outdoor activities. They learn to control their bodies in a variety of ways, for example through moving to music. They develop knowledge and understanding of how exercise helps them to stay healthy. Children are able to rest or be active as they need.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a well-organised environment. The playrooms and corridors are made welcoming with displays of children's art work and photographs of activities, giving them ownership of the environment. The indoor and outdoor space is organised effectively enabling children to explore and take risks while being supervised. However, the storage of buggies in the hallway causes a hazard in the event of evacuation from the building. Children use an extensive range of toys and equipment suitable to their age and stage of development. They support children's play really well. For example, the hairdressers' contains magazines of hairstyles and colour samples which stimulate children's conversation. Resources are stored at child height in each of the rooms developing children's independence as they make their own selections. Children are cared for in a secure environment and are well protected by the procedures in place. All visitors to the building are monitored. Regular risk assessments are carried out. Babies and young children sleep safely and are comfortable. They are frequently monitored. Children develop a good awareness of their own safety through sensitive reminders, such as to hold the

handrail on the stairs when going up and down.

Children are well protected by staff who are confident and secure in their knowledge of child protection policies and procedures. They give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Staff in the setting provide a calm, consistent environment where all children are happy and settled. All children settle well and build good relationships with staff and peers. Key workers assess children's abilities with the child's parent or carer before they start, to enable them to plan appropriate activities. A strong bond is developed with the child increasing their sense of wellbeing. Children under three receive lots of support and encouragement. Staff plan activities based on the Birth to three framework which helps them to focus on age-appropriate steps for the children. The suitable range of activities encourages children to explore the space and develop their physical, early communication and social skills well. Children show emerging confidence and independence as they begin to select their own toys. They are inquisitive and interested in the resources made available to them. They play happily together and with adults enjoying using resources such as treasure baskets and sand and water. They are beginning to express themselves more readily using spoken words, facial expressions and gestures. They enjoy looking at books and joining in with rhymes and songs.

The quality of teaching and learning is good. Children are settled and confident in the setting. They all have a positive approach to activities being eager to take part. They develop their self-esteem and confidence as they are given responsibility for tasks such as wiping down the table prior to lunch and setting the table. They receive lots of praise for their efforts with the result that children are well behaved. Good relationships enable them to be confident speakers. They enjoy talking to each other, staff and visitors about their experiences. For example, they talk about going on holiday, flying on a aeroplane. They take part enthusiastically in activities that help them to distinguish one sound from another. For example, they clap out a rhythm in time as they say their name or favourite colour. All children enjoy listening to stories in a group. They listen attentively remembering and joining in with parts they recall. Writing skills are developing well as they make marks on paper with various mediums. For example, they draw and paint explaining what their picture is. All children are confident when using numbers in everyday contexts. They enjoy number problems, for example, throwing the dice, counting the dots and then selecting a matching number of items. They explore shape and space in their play as they pour water from one container to another. Size language is used to help them understand the context. For example, they select the small or big bear. Children gain knowledge of the wider world. They plant seeds and observe them as they grow. They observe different animals when Zoolab visits and paint pictures to represent the animals. They use construction materials to represent their ideas, for example junk modelling, duplo and playdough. They show an interest in information technology, understanding that I am using a computer like theirs and that you have to press the buttons. They have a

good concept of time recalling events such as going to watch a football match the previous day. All children draw with confidence achieving desired pictures. They have painted pictures of themselves and favourite foods. They enthusiastically join in when singing rhymes and songs. They enjoy selecting a song that the whole group will sing such as Jack and Jill and Baa Baa White Sheep. They use their imagination really well. In the hairdressers' they say that is where you go to get your hair changed.

Staff have a secure knowledge of the Foundation Stage. They regularly monitor and assess children's developmental progress with the result that they have a good knowledge of each child's stage of development. They plan activities ahead and use written observations of children to plan for the group. Written plans do not differentiate for children with different abilities although in practise staff adapt the activity as it takes place. They make effective use of time by splitting the children into two groups. Each group follows a different timetable enabling children to work in small well-supported groups. A good mixture of adult and child-led activities is offered as they safely explore their environment.

Helping children make a positive contribution

The provision is good.

All children develop a positive attitude towards others and gain a good understanding about the wider world through stories, songs, and investigating resources in the nursery. Everyday events are noticed as the bin lorry goes pass or workmen erect lampposts outside. The special needs co-ordinator has a good knowledge of requirements and takes steps to address them within the nursery ensuring that children's individual needs are met. Children benefit from the calm, consistent attitude of the staff in the nursery. Each room has the same ground rules. Staff deal with children's behaviour in the same manner. For example they receive lots of praise for achievements. Staff intervene by removing the children from the situation when behaviour is unwanted. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children benefit from a two-way sharing of information between staff and parents which enhances their learning. Parents of young children are informed about their day through a daily dairy. Parents of older children receive information verbally. They receive regular information about activities and how they can contribute to their child's learning. They have access to their child's development file. Six-monthly meetings are held to discuss their child's development. Staff write regular reports detailing how their child has developed. Positive feedback was received from parents about the staff and service provided. The complaint procedure is in place, however, it is not clear that parents can approach Ofsted with a concern at any time.

Organisation

The organisation is good.

The leadership and management is good. The required policies and procedures are

in place which supports the care of the children. All records are kept accurate and up to date. Organisation of the premises is good. Each age group has access to their own playroom. The use of a physical and drama playroom in the basement enhances their time at nursery with the result that physical activity takes place even when children are unable to access outdoors. The extra rooms give children a different perspective in the nursery and help to develop their imagination really well. Staff have access to relevant training and appropriate support, such as staff meetings and appraisal sessions. They have a clear understanding of policies and procedures through the appropriate induction procedure. In practise they work towards keeping children healthy and safeguard their welfare. Management has a clear view of how they want the nursery to progress. They have ensured that staff have appropriate training in Birth to three matters and the Foundation Stage to help children achieve well. They oversee the work of the staff and monitor planning. Recording systems are systematic throughout the nursery providing information about children's achievements. This enables staff to be aware of how children progress and which areas require further improvement. Regular appraisals and staff supervision enables future training to be identified and carried out. Overall the provision meets the needs of the children that attend.

Improvements since the last inspection

The previous Children Act inspection recommended that the nursery should improve resources to reflect diversity and imaginative play and provide free play activities while ensuring that there is a balance of adult and child-led activities.

The nursery has increased resources so that children learn about other cultures. Imaginative play areas are provided within the playrooms and in the drama playroom. These are resourced well to enable children to play imaginatively. Staff plan activities following observations of children's play to provide a balance. Children have free access to resources so that they can choose what they want. Staff consult children about what they would like to do, developing their independence.

Complaints since the last inspection

A complaint was received against Standard 1: Suitable Person. The provider submitted an internal investigation report regarding the concerns raised. The provision was found to be acting within the standards and remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that obstructions are removed from main corridors to allow free movement in an emergency
- further develop the complaint procedure so that parents are aware that they can contact Ofsted at any time should they have a concern.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop written plans to incorporate different levels of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk