

University of Teesside Day Nursery

Inspection report for early years provision

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Inspector	Vivienne Dempsey
Setting address	University of Teesside, Park Road North, Middlesbrough, Cleveland, TS1 3LF
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

The University of Teesside Day Nursery first opened in this building in 1991. The nursery is situated a short distance from the main University building in Middlesbrough, close to Albert Park. The provision is owned by Teesside University and provides places for the children of students and employees of the university. Students' children attend the nursery during term time only.

The nursery operates Monday to Thursday from 08.15 am to 6pm during term time and from 08.15 am to 05.30 pm at other times of the year. On a Friday the nursery is open from 08.15am to 05.15pm, all year round. Although the nursery operates all year round, some staff are employed during term time only, as this is when most children attend. All children have access to an enclosed garden at the front of the building.

There are currently 46 children on roll, aged from three months to four years. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 15 members of staff employed to work directly with the children, including the nursery manager and kitchen assistant. Of these, 13 members of staff hold an appropriate childcare qualification at Level 3 and one member of staff has a Level 2 qualification. Two member of staff has completed a foundation degree course and one member of staff has an early years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide all children and their families a very welcoming and caring environment. Children are happy and motivated to learn. Staff work closely with parents to ensure children's individual needs are clearly recognised and met. This enables them to develop their confidence and independence through the good care and support provided. Staff provide a stimulating learning environment, where children make good progress in all areas of learning and development. Good systems are in place to ensure children with special educational needs and/or disabilities and with English as an additional language are fully included and supported. Good self-evaluation processes have been established to ensure continuous improvement. Consequently, the manager and staff have a good understanding of their strengths and areas for improvement, which helps to promote outcomes for all children.

What steps need to be taken to improve provision further?

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

- further develop the outside garden area to further promote children's

- learning and development
- further develop the record of risk assessment to ensure that it covers all outings.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded, as all staff have attended appropriate training and regularly updated and detailed policies and procedures are in place. This is complemented by staffs good understanding of the signs and symptoms of abuse and know who to contact with any concerns. Effective recruitment and vetting procedures ensure all adults working at the setting are safe and suitable. Written risk assessments and daily safety checks ensure that children play in a safe environment. Staff implement effective procedure to keep children safe on local outings, however, the assessment before embarking on each specific outing is not always reviewed. This does not always fully protect children's safety.

The setting has a proactive approach to ensure all children are fully included and their individual needs are well met. For example, staff use basic words from children's first language during their play, helping them to feel secure and included. Staff have good systems in place to work with other professionals to support all children, helping them to make good progress in their learning and development. An effective key person system is in place, working with the parents to ensure children's needs and parents requests are very well met. A wide range of information about the provision is available for all parents. Notice boards, newsletters and daily diaries keeps them fully informed of activities their children are involved in. Consequently, feedback from parents is very positive about the care and learning their child receives.

The setting is committed to sustainability. For example, materials are recycled and displays and a collection point for recycling develop children's awareness of sustaining the environment. A good range of appropriate resources and toys support children's learning and development very well. These are freely available to all children giving them choices about what they do. The management and staff are clearly committed to developing the provision provided and provide very good opportunities for children to make good progress in their learning and development. Regular staff meetings, close liaison with early years advisors and parents and using the Ofsted self-evaluation tool enables staff to identify areas for development. All recommendations raised at the previous inspection have been positively addressed and as a result, outcomes for children have improved.

The quality and standards of the early years provision and outcomes for children

Staff have a very good understanding of the Early Years Foundation Stage (EYFS) requirements. They are committed to providing children with a good range of opportunities and experiences that ensures they make good progress in all areas of learning and development. Good systems are in place to observe and assess

children's progress. Portfolios show children's progress towards the early learning goals. These are shared with parents, keeping them informed at all times. Clear plans are in place and activities and resources are linked to children's interests and developmental needs.

Children have good opportunities to develop their self-care skills. For example, they pour their own drinks and serve their own food. They demonstrate very good table manners, saying please and thank you, this is encouraged by staff's positive praise, encouragement and gentle reminders. Children's welfare is promoted very well through clear and consistent routines. For example, they know to wash hands after using the toilet and before meals. They eagerly find their own toiletry bag after lunch to clean their teeth, developing their awareness of dental hygiene. Children demonstrate a good sense of security and are beginning to understand issues relating to safety. For example, they take part in regular fire drills and pre-school children know to stop at the kerb before crossing the road.

Children have good opportunities to develop their large physical skills and explore the local environment. For example, they regularly visit the local park playing on the field and collecting autumn leaves, twigs and conkers. However, access to the nursery garden is not available at present, which does not allow children continuous access to the outdoor environment, this does not fully promote children's learning and development. Children enjoy using the interactive whiteboard, they confidently use the different coloured pens and eraser to draw their own pictures. This helps to promote children's ICT and writing skills. Babies and toddlers enjoy listening to and joining in with rhymes, number rhymes and action songs. They enjoy 'Old McDonald had a farm' and become very excited when they find the masks to match the animals in the song. Pre-school children enjoy making chocolate muffins, noticing and commenting on the changes of the ingredients when mixed together, developing their exploration and investigating skills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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