

Date Submitted: 04 December 2013

Your setting

In this section describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have special educational needs and/or disabilities, or speak English as an additional language.

Tynemouth Nursery @ N.T.C is part of Tynemouth Nursery Group. The group has 7 settings and has a system in place to deliver consistent outstanding childcare in every setting. The company's mission statement is "to provide outstanding childcare in a warm, friendly and homely environment". To deliver this every member of staff has an 'outstanding file' including what they have to do to achieve this objective.

Tynemouth Nursery @ N.T.C is registered for 37 children in total, having an opening time of 8:00am to 6:00pm Monday to Friday and closed on all major bank holidays. Within the setting we have 9 spaces allocated for children aged between 6 weeks and 2 years, 16 spaces allocated to 2 to 3 year olds and 12 spaces allocated for 3 to 5 year olds. The nursery has four separate play rooms, all are used on a daily basis.

The Manager has a BA in Early Childhood Studies and the Deputy/Manager holds a level four in childcare and education.

Views of those who use your setting and those who work with you

This section should record

- the views of the children and their parents or carers who attend your setting
- the views of any professionals who work with you, especially the local authority, your local children's centre or any health professionals
- details of any quality assurance scheme you participate in.

Include examples of the ways in which you seek views and any action you have taken to improve as a result of their views.

The views of our parents and carers are very positive. We find out their views by giving all the parents and carers questionnaires and by speaking to them on a daily basis through feedback and parent meetings, this helps us to evaluate the setting and staff and how we can improve our setting. This gives our parents and carers an opportunity to give us constructive feedback. These questionnaires are given out regularly so we can see if any views change.

We now have a parent representative.

Within the setting we have comments and suggestion boxes for both staff and parents to give ideas and comments anonymously.

The staff regularly talk to the children to find out their likes and dislikes.

All of the children are settled and happy within the nursery environment and separate with confidence from their main carer in the morning, the children are very confident in carrying out activities and have strong bonds and friendships with their main key-person and other staff members.

All staff within the setting evaluate their practise by completing on a monthly basis their own outstanding file which contributes to the development of the nursery setting.

Quality of Provision

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

This section is about the impact of your provision on children's learning and development.

Tynemouth Nursery @ N.T.C has 8 staff in total of this, 6 staff are qualified to a level 3 or higher, 1 member of staff is currently undergoing a level 3 apprenticeship and 1 is our nursery chef.

When a child starts nursery the key-person or nursery manager works with the parent to find out the child's starting point which is recorded within the child's learning journey, information is gathered from the parent and carers both verbally and from information records.

Parents are advised who their child's key worker is and who their buddy key-worker is if the member of staff is absent. To assess the children's abilities we ask the carers to contribute to developmental stage by working with the staff to get the child's baseline assessment completed for the child starting nursery.

To plan to the children's needs through regular observations and planning to their needs. Regular assessments show us where children need help and the planned activities aiding the children's development. Observations are shared with the parents. Parents are encouraged to share their views with staff about what they have seen their children do (WOW Sheets, I can apples and stars), this is effective in linking the children's learning to home and nursery and continues to develop the parent and key workers working relationship so views and next steps can be taking into consideration. The resource are at the children's height and in clear boxes for children to see what is in them and the children are able to access them when they want. Children are encouraged to take risks and try new challenges. Children are praised regularly throughout the day and praised for their achievements. The nursery has introduced mini self-evaluation forms to observe and evaluate practice these are used to update policies and procedures and contribute towards the SEF. We use developmental check lists which are kept in the child's Learning Journeys and are backed up with photos and pieces of work. All staff observe the children to help plan both indoor and outdoor activities. Children are given opportunities throughout the day to make choices and be independent.

Children arrive at nursery enthusiastically and leave their parents confidently. Staff encourage children to become independent learners and use themselves as a learning resource to enhance this children are provided with a variety of equipment including digital cameras and ICT equipment such as Dictaphones, computers and printers. Key persons recognise children's individual starting points through observations and assessment records. Children work effectively alone and in some groups and develop their own awareness of their capabilities and planning supports this. Children are happy and content within the nursery and they enjoy participating in activities. We have recently started getting the children to start looking at their environment as they have shown an interest in this area Risk assessments and policies and procedures are in place to enhance the children learning and are effective in enabling children to make outstanding practice.

Through planned activities children are given an end objective and asked open questions the staff members are there to give praise and encouragement when the children find things difficult. Staff promote social skills and independence by planning new and different activities, this also develops the child's vocabulary.

We are providing the children with problem solving skills which helps them to develop skills for the future. Children have good communication skills both verbally and through use of body language, some children have English as an additional language so staff speak to parents to find out key words to help communicate with the children, we also have key words used around the nursery to help the children become familiar with them. Babies and young children have access to good resources and explore their surroundings with interest. Older children are developing firm foundations in their knowledge of literacy and numeracy through stories, songs, and displays. Children are encouraged to explore their surroundings and allowed to mix resources to extend their learning.

On a regular basis staff complete transitions diaries for any child who attends a second childcare setting, this opens up a link for assessing the child's individual needs and recognising where they are within their development. When children move away from the setting staff complete a transition form to send to other settings. Staff also do room transition reports and hand over to the child's new key worker.

Your priorities for improvement.

To help staff, children and parents to develop their understanding of free flow within the setting.

For all the staff to talk and listen to the children even more, sometime their focus is on the end outcome of an activity, so to make the staff more aware that the outcome of the activity is not important as long as the children are enjoying and developing from the activity, as the child will still be proud of the end product.

My practice is: **Outstanding**

Contribution for children's wellbeing

The contribution of the early years provision to children's wellbeing

This section is about the effectiveness of your care practices in helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy.

This is promoted through the staffs planning and observations of the child.

With our nursery we provide nutritionally balanced menus and we cater for the children needs, babies' bottles are made freshly as and when required and all equipment for babies is sterilised daily. Water is available to the children at any-time of the day and each individual cup/water bottle is labelled with the child's photo so they are able to recognise their own drink. Menus are given to all parents/carers and meals are prepared freshly every day by a qualified cook. Dietary requirements are met and catered for and children are encouraged to try new foods. Children are encouraged to wash hands before and after meals and after using the toilet and taught why it is important to do this.

All children have access to the outdoor area and appropriate clothing is provided or requested. Children have the freedom to run outdoors and there is safety flooring in the main garden area.

Staff plan music and movement and outdoor activities to promote physical exercise, children enjoy expressing themselves throughout these sessions.

We have started a nursery garden where we are growing our own vegetables and herbs the children have also tried to become self-efficient by making a water butt to water the vegetables and herbs.

The children behave well and are considerate to their peers and staff, children are confident and express themselves effectively. Children have formed good friendships and play alongside each other, sharing activities and resolving differences.

Children are eager to learn and participate in activities and younger children are keen to mix with the older children, this give the older children a sense of responsibility when helping the younger children.

To encourage parent participation and home links we now operate a nursery library system for the parents to use on a daily basis, in the main entrance to the setting we have set out book boxes for the children to choose books from and we have displayed the benefits of reading with children and links to the EYFs for the parents to read.

The library is also equipped with a comments books for parents to complete once books are returned, this will help the staff in the setting to read views from the parents.

We have set up 3 main bags within the nursery for the children and parents to use throughout the week or at a weekend, these are snowy the weekend bear, Parent/Child art bag and a bedtime story bag.

The bags are handed out on a regular basis and we encourage parents to discuss what their thoughts were on the bags and any art provided from the art bag is displayed within the setting so we can hold discussion and value the work completed by our parents/carers and the children.

The staff encourage the children to listen to each other during story time and group time. They praise and encourage the children when they do something for each other.

The children are given the opportunity to make their own choices and taking risks as long as it's safe to do so. The children are encouraged to ask questions and when they are speaking they are encouraged to listen.

The toys are at the children's height and are changed regularly.

Staff use gloves and wear aprons when changing nappies and cleaning up bodily fluids to stop the spread of infection.

Toys are regularly cleaned. The children are given rules and boundaries within the setting and are reminded regularly.

Our policies and procedures are updated and reviewed to keep both staff, children and visitors safe.

Staff are up to date on child protection and they assess the environment regularly to keep it safe.

All relevant forms are completed prior to children starting nursery with passwords and photos for new carers collecting children. All risk assessments are completed daily for both indoors and outdoors. Fire drills are completed regularly and all staff have a CRB/DBS check done.

Children are encouraged to take care and be aware of others. Routines are developed to meet the needs of the children and have been recently changed in the 2-5 year old room to accommodate the age range within the room. Most children have a strong sense of belonging and value themselves and others.

All children are familiar with staff and continuity is outstanding with staff turnover low and commitment to the nursery at a high level. No outside agency is used to cover staff sickness/absence and ratios are maintained.

Your priorities for improvement.

To try and provide more varied activities throughout the day.

Explain our rules to the children and get them to help make a list of the rules so they can be displayed, this will help reinforce the rule and boundaries within our setting.

My practice is: **Outstanding**

Leadership & Management

The effectiveness of leadership and management of the early years provision

This section is about the effectiveness of your leadership and management; or if you are a childminder how well you organise your service. It covers:

- meeting the requirements of the Early Years Foundation Stage
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- partnership working.

Within the nursery the manager discusses informally on a daily basis how systems work and how areas can be developed. There is a high emphasis based on driving the setting forward and continuously look at improving the EYFS. We have recently contributed to the new mission statement and implemented files to support evaluating individual practice. All staff are valued and contribute towards the introduction and development of planning and observation system, which now works effectively. There are good staff:child ratios with the majority of staff being trained to a level 3 qualification or higher.

There is an up-to date development plan where staff, children and parents give ideas to what they would like to see happen within the year. Evaluating the nursery and reviewing what would develop the nursery further we will be focusing on staff completing current training programmes that they are undertaking and to further develop the parent group to involve parents more.

All of the resources within the setting are and can be accessed by the children, boxes are used which are clearly labelled so children know what is in them and choose from the various toys. Areas are sectioned effectively and resources are appropriate to the age and stage of development of the children within the rooms. Furniture and equipment is to a good standard with risk assessments in place to ensure the safety and upkeep of them. Children access all areas and resources give them opportunities to explore and experiment, a good mark making area is available.

In the baby room younger children can crawl and explore the environment safely with equipment to encourage pulling to stand and taking first steps. Staff interact well and spend most of their time on the floor at the children's level, expressing positive body language and good eye contact.

Staff use themselves as a resource and encourage children to ask questions, they know their key children well and their stages of development and have a good understanding of when adult interaction is needed to enhance the children learning potential.

The Nursery has policies and procedures in place to promote equality and diversity, there are positive images displayed around the setting. Staff have a good knowledge of children for whom they care and where they have English as a second Language we have systems in place to support the families. Through settling in session and continuous discussion staff build up a sound knowledge of the children who use the setting and support their needs accordingly. Children participate in learning about festivals and cultures and have enjoyed food tasting sessions for Chinese New Year and card making for Diwali.

As we are on the ground level the setting is easily accessible to people in wheelchairs or have difficulty walking, the setting has wide doors which means everyone can get around the building. All parents are greeted at the door when entering the premises. The parent notice board inform all parents of policies and procedures and the process for complaints and this is also available in the parent handbook.

Admission policy is dealt with by the college, they have priority list that they work towards such as young single parents and lower income families.

All relevant policies and procedures are in place which are reviewed and updated on a regular basis. All staff have a good knowledge of these and are confident in raising safeguarding issues. There is a designated child protection person within the nursery and we access future training for them to continuously update their knowledge within this role. Robust recruitment procedures are in place with all staff holding a current CRB/DBS, ratios are kept at all time.

Records of bumps and bruises obtained outside the setting are recorded with parent/carers asking to give explanation of these, where appropriate older children will be asked how a bump happened etc. All required records for incidents/accidents/medication/outing/registers/risk assessments are all in place.

Children are encouraged to keep themselves safe when using toys and equipment and also to be aware of others, promoting special awareness. Sleeping areas and all rooms are safe for the children with additional sleep checks in place.

Staff within the setting support each other and families effectively and there is an open door policy.

When new staff start at the setting their CRB/DBS checked when starting. All children are given personal record forms and if they require medication the relevant form is filled in and signed. This is the same for accidents, incidents, bumps and bruises, and outings.

If the children go on an outing the forms are filled in and a photograph is taken just in case of emergencies, we have a record of what each child is wearing once the children return to the setting the photo is deleted. Before an outing, the venue of the trip is risk assessed. The health and safety forms are filled in daily (Risk Ass).

The staff and managers evaluate their practice on a regular basis, the mission statement and individual outstanding practice files gives everyone an opportunity to contribute to the continuous improvement of the nursery. SEF forms are completed.

Meetings are held often within the company and on an individual setting basis to discuss further development and support changes within the EYFS.

Feedback from parents through questionnaires give valuable insight to what parents/carers expect from us and what they would like to see introduced or/and developed. Children are asked what they would like to see in the nursery and where possible this is implemented.

Staff have a good relationship with other professionals and work in partnership when needed with speech therapists and other practitioners in the college. Partnerships have been formed with other managers within the company and

staff work and support each other in providing good practice and demonstrate the sharing of ideas effectively. The nursery works with parent/carers to provide outstanding care and opportunities for the children, encouraging links from home and nursery through daily diaries, day sheets to share information as well as verbal discussions. Learning Journeys are shared with the parents/carers and staff encourage and welcome input from other carers the children have. Children are encouraged to take book bags home to share stories.

We have recently developed a parent group and have appointed parent representatives, we work with the representative(s) to enhance our practices further and listen to their views as parents. We hold parent meetings on a termly basis and use this as a vital part of developing our setting.

We value parents/carers as the child's main educator and form strong relationships with them to ascertain stages of development and enhance learning. All Parents are welcomed into the nursery and after a six week period we organise meetings to discuss how the child has settled into the setting and answer any further questions that the parent/care may have in regards to the setting and what we provide for the children, we also show the initial learning journey and starting point. Parents, carers and other childcare providers are encouraged to share ideas and information with the child's main key person and contribute towards their learning journeys.

With an updated mission statement known and understood by all the staff, parents, carers, and students, we work together to maintain the high level of care provided. Through self-evaluation, appraisals, supervisions and general feedback the managers are able to lead the nursery forward utilising continuous improvement.

Development plans are in place which remain realistic and achievable in developing the areas of learning in the EYFS. Robust systems are in place for recruiting and staff development with staff progressing to a higher qualification and sharing good practice with each other.

The manager and deputy manager share positive visions for the setting taking into account the needs of all.

We have continuously developed systems for observation and planning in relation to meeting the child's needs and have a strong system in place to ensure all children's needs are being met. Areas to develop have been identified through reflective practice, parent questionnaires and appraisals and we work with other setting managers, area managers and directors to enhance and address areas noted.

Developing outdoor resources has been focused on and is enabling the children to access all areas and been given an opportunity to explore the outside environment, we are continuing to develop this area. There is a low staff turnover meaning key persons remain with their groups and children are settled and confident within nursery. Staff engage, contribute and promote the company's ethos throughout their work and the parents and visitors often comment on the lovely atmosphere within the nursery.

Your priorities for improvement.

To have more resources for families with English as an additional language.

To make sure all staff read and understand their hand book and the policies and procedures.

To get staff to talk to the children about rules and boundaries and make a poster for the children to follow and make an activity sheet for the staff to help them review their activities.

My practice is: **Outstanding**

Overall quality

The overall quality and standards of the early years provision

This section brings together the evaluation of all aspects of your practice, your identified priorities for improvement and the grades you have awarded yourself.

Any further comments you wish to include

Regular observations and planning are carried out to ensure children's needs are met, staff, managers pride themselves on the relationship with parents/carers in building strong foundations to enhance the children's learning.

We provide a homely, caring and stimulating environment for all who attend to thrive to the best of their ability.

My practice is: **Outstanding**