

# Cragside Nursery Unit

Inspection report for early years provision

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**Unique reference number** EY395075  
**Inspection date** 05/11/2009  
**Inspector** Jacqueline West

**Setting address** Cragside C of E Primary School, Westloch Road,  
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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**

Cragside Nursery Unit Limited opened in 2009. It operates from the nursery unit which consists of a large playroom and associated facilities attached to the reception class of the Cragside Primary School. It is located in a residential area of Cramlington in Northumberland. Children have access to enclosed outdoor play areas. The nursery is open on weekdays from 9.00am to 3.00pm during term time only.

The setting is registered on the Early Years Register to care for a maximum of 28 from two to five years at any one time. The setting employs nine members of staff, of these, two have level 2 and six have level 3 early years qualifications. The manager has a level 6 BA Honours in early years practice.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

All staff provide an exceptionally warm and friendly environment to all children and their families. They demonstrate an inspiring commitment to inclusion which is very evident throughout all aspects of their practice. All staff demonstrate a true commitment to the Early Years Foundation Stage (EYFS). Their excellent understanding of the framework and animated teaching highly motivates all children and very rapid progress is made. Good systems are in place that involve all staff and enable them to effectively monitor and evaluate the service, care and education provided. Good partnership with parents enhances children's overall learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- making use of the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal reviews
- developing further partnerships with parents, sharing information with them and involving them in their child's continuous learning and development.

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

Children are thoroughly protected. Detailed policies and procedures are in place to ensure the effective and safe management of the provision. The ongoing suitability of staff is effectively monitored. They have attended safeguarding training, share information and demonstrate a comprehensive understanding of associated issues. Security is very well maintained. Strict procedures are in place regarding the collection of children. Regular fire drills are carried out and a written record is kept.

Comprehensive risk assessments and daily safety checks are instrumental in reducing the risk of accidental injury very well. Children's awareness of safety is significantly enhanced as they learn about safe procedures as part of everyday activities. For example they discuss how to safely use utensils, such as knives when cutting vegetables in the role play area.

The manager and her staff team are highly professional, enthusiastic and show a true commitment to the continual development of the service. Areas for continuous improvement are clearly recorded and fully effective systems are implemented. Both the manager and staff have attended regular training which has a significantly positive impact on the setting. All training attended is cascaded to the full staff team and effectively implemented within the provision to promote excellent outcomes for children. For example, the course attended entitled 'Funky phonics and wriggly writing' has assisted the staff team to extend further and challenge children's interest in letters, mark making and identifying words. The manager and staff have a very good understanding of the strengths and weaknesses of the setting however, totally effective systems for self-evaluation are not in place which has a slightly negative impact on the setting.

Staff provide children with a rich learning environment that motivates children to be active learners. Staff skilfully organise the environment and resources to effectively meet the needs of the children. An extensive range of resources are readily available that are fully inclusive. Children plan some of the daily activities by selecting resources. For example, they chose the wooden blocks and animals for the carpeted area, a child recorded this on the planning sheet with the support of a member of staff. Staff are highly skilled at adapting activities to ensure each child's learning needs are met with the utmost priority. Staff's ability to effectively question the children continually extends their learning at a level that is achievable for each individual child. Well maintained systems are in place to record children's details, medication and accidents. These are all up-to-date and stored to promote confidentiality. Staff have developed good relationships with parents. They provide a detailed information pack and implement clear procedures when helping children settle. Pertinent information is obtained from parents to enable staff to effectively plan for the children. Parents speak very highly of the provision and commend staff for their kind and caring ways, they comment on the remarkable progress that their children have made. However, systems to inform parents of all the work that goes on within the setting is not fully implemented, this has a slightly negative impact on enabling learning to be fully continued at home. For example, parents are not aware of how the setting uses signing as a form of communication. Partnership working is good. The manager is continually developing ways to improve partnerships with other providers to ensure continuity for the children.

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

Staff demonstrate an excellent understanding of the Early Years Foundation Stage and this results in all areas being covered exceedingly well. Children are provided with a rich learning environment that fully supports their individual learning and development. Consequently, children make excellent progress. Staff are very

skilled in observing and assessing children's development to ensure each child is helped to reach their full potential. Exceptional questioning techniques effectively challenge children at their level. For example, some children confidently name colours whilst others make comparisons, all contributions are valued. Stickers are used to reward children for special acts of kindness and for doing something special. For example, a child moved away from the outdoor play equipment to let another child past. An exceptional balance of adult led activities and free play is provided each day. Daily planning is highly influenced by the children's interests. For example, staff make a written note of children's requests and incorporate them for the coming days, such as to make gingerbread biscuits. Children's learning is very much at the forefront. For example, a child approaches a member of staff with an interest in keys, the child and staff work closely together exploring with the keys trying to open different doors.

Children are very settled, confident and secure. They have developed trusting relationships with staff and clearly feel valued by them. The setting is very proactive in promoting inclusion. Children are encouraged to embrace all cultures and the setting works closely with the parents to promote this. For example, when celebrating Diwali a parent came in traditional dress and brought food for the children to taste. Children with special educational needs and /or disabilities are fully supported by the very experienced staff and the effective implementation of procedures. Children develop a sensitive awareness and understanding of the needs of others. For example, a child shows an interest in a poppy badge, the staff use this interest and plan a discussion and activity to talk about people who are brave and what the poppy badge represents. Children's interest in the natural world is stimulated through very well thought out activities and spontaneous play. For example, the children visit the field and find apples and blackberries that have fallen off the trees. Staff follow a child's interest to pick the fruit and they make a pie. Children confidently weigh, measure and explore textures. The activity was extended further by real fruit and vegetables being available in the role play area. Children display very high levels of confidence as they work with their peers. For example, when playing with the large push along toys, they negotiate their plan for play and use effective communication for example, 'lets go over this way'. Children show a real delight in music and movement. For example, they giggle, laugh and smile as they pretend to be animals jumping like frogs and wriggling like snakes. All children have very good opportunities to use information and communication technology to support their learning with ongoing access to the computer and programmable toys.

Children's health and welfare is promoted extremely effectively. Children are welcomed into very clean and well-kept premises, where they have ample space to play. They have daily opportunities to fully explore the outdoors. Children learn about good hygiene practice and develop very good levels of independence regarding their personal care. For example, after they use the toilet the children wash their hands thoroughly with soap and openly discuss that they are getting the germs off their hands. The staff display an extensive understanding of the children's individual personalities, which promotes consistently effective behaviour management. Consequently, children's behaviour is very good. Children experience very good levels of supervision, they develop a clear understanding of keeping safe as the staff provide children with constant explanations through all activities. For

example, a child wiped up milk from the floor and said if he did not he could slip and hurt himself. Comprehensive policies, good relationships with parents and relevant training ensure individual children are cared for well should they become ill, clearly reducing the risk of cross infection. This positively safeguards children's well-being.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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