

# Witton Gilbert Nursery

Inspection report for early years provision

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**Unique reference number** 314201  
**Inspection date** 08/12/2011  
**Inspector** Janet Fairhurst

**Setting address** Witton Gilbert Primary School, Sacriston Lane, Witton  
Gilbert, County Durham, DH7 6TF  
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**Type of setting** Childcare - Non-Domestic

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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**

Witton Gilbert Pre-school has been registered since November 2000. It is a committee-run group and operates from premises within Witton Gilbert Primary School, which is situated directly off the main road through the village, approximately three miles from Durham. The children have access to an enclosed outdoor area. It is open each weekday from 8.45am to 11.45am and then from 12.30pm to 3.30pm term time only.

The pre-school is registered on the Early Years Register. A maximum of 18 children may attend the pre-school at any one time. There are currently 29 children aged three and four year, on roll. There are three members of staff who work with the children. All staff hold relevant childcare qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is outstanding.

All children flourish in this welcoming pre-school. Staff provide care and education tailored precisely to the individual needs of each child exceedingly well. As a result, the progress made by all children in all areas is exceptional. The dynamic partnerships with parents and host school is highly significant in making sure the needs of all children are met. Highly efficient systems to monitor and evaluate the setting's performance secure a genuine capacity to maintain continuous 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:

- provide children with more opportunities to work with real life objects especially within the role play areas.

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

The provision for safeguarding is comprehensive and thorough. Child protection procedures are extremely well understood so potential delay is avoided. Staff know what to record and who to report to, should they have any concerns for children in their care. Training and procedures reflect current Local Safeguarding Child Board practice. The staff team have worked together for many years so staff changes have been very few, however, robust recruitment systems are in place to ensure the suitability of staff, should vacancies arise. Highly effective risk assessments are

carried out and include those for outings. A daily visual check is also made which further safeguards children. Welfare requirements are consistently applied with constant and close supervision by caring staff so children's well-being is fully promoted. This combined with effective recording systems for medication, allergies and accidents which are monitored further ensures children are extremely well protected. Staff provide an inclusive and welcoming environment through their exceptional team work and organisation of the learning environment to ensure activities are accessible to all children.

Partnerships with parents are extremely positive. Staff go beyond expectations to develop highly-effective relationships. For example, they conduct home visits before children attend, therefore, offering parents and children an insight into the setting and the activities they are able to provide. The information sought from parents starts on registration and provides staff with children's starting points, interests and routines. Parents are actively encouraged to become involved in their children's learning. An example of this is through their contribution in providing staff with 'wow' moments from home for their children's 'learning journals'. Parents and families are welcome visitors to share their knowledge, skills and talents, such as, reading a story, talking to the children about healthy routines or visiting with some of the farm animals. Feedback from parents is overwhelmingly positive, in particular relating to the welcoming staff, the quality of the information they receive and that their children are extremely happy and eager to attend. Partnerships with the host school are excellent. The pre-school share space and resources with the reception class and all the staff work hard to create an exceptional team. This relationship has proven to be a significant strength in building the effective links which help children to make a seamless transition from pre-school to school.

The manager recognises and promotes the importance of gaining higher qualifications, setting excellent examples by gaining an early years degree and working towards obtaining Early Years Professional Status. All staff make full use of their new knowledge to improve their skills thus successfully improving outcomes for children. Evaluation methods are highly effective and have ensured that all recommendations made at the previous inspection have been addressed. The strong teamwork and a shared determination to improve this already excellent provision underpin its success.

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

The pre-school is a happy, safe and lively place where learning is fun and children's eagerness to enter is evident. Children and parents are warmly met and welcomed by the staff. Each child is treated as an individual and their needs carefully planned for. Staff's approach to planning is based on careful and sensitive listening, observations and reflection, thus enabling them to give the utmost priority to child-initiated, spontaneous play. The arrangements for monitoring and tracking the individual progress of children on a daily basis are outstanding and feed into assessments of what children know, can do and understand. The frequent observation and recording of each child's progress and interests provides

a comprehensive record of their development. The information is recorded in their 'Learning Journeys' which are a highly effective way of helping staff to plan for children's needs. Parents play a pivotal role within children's learning and development. Regular consultation enables staff and parents, to discuss children's development in detail and plan for their next steps.

Much attention is given to developing and enhancing children's social and emotional development providing children with a firm foundation for their ongoing learning. The children have free choice to practise making marks and because there are rich displays of words around the room, the children begin to recognise and copy familiar letters and words. This spurs them into writing to Father Christmas. They listen avidly and enthusiastically contribute to the Christmas story, volunteering ideas and knowledge. Staff encourage children to actively use their thought processes to solve problems, such as questioning children if they have enough glue to stick sequins onto snowflakes. Children are developing fabulous imaginations. Various sized building blocks capture the children's imagination for some time and are used to create a range of structures, such as, a bridge, a house for their animals and a roadway. Children work together to solve problems, for example, they decide what lengths they need and how many they require to complete their structures. They love to dress up and act out familiar roles in the home area, although 'real life' resources and props within this area are limited.

Staff move around supporting individual children and small groups as necessary. They ask frequent questions as children play to prompt thinking in all areas of children's learning. Children are curious, active learners who show concentration and growing independence. Staff encourage them to use resources as they wish. For example, children decided they wanted to paint outdoors as it was raining staff provided them with powder paint so they could use this to make patterns and different colours in the puddles that had developed in the yard. Children are encouraged to explore and learn about the natural world and how things grow. They have hands-on opportunities to plant and cultivate vegetable and fruit crops. Through this they are beginning to develop an awareness of sustainability as they collect water in the water butt and use compost from their heap to feed the plants. Children take care of the resident guinea pigs stimulating an early understanding of caring for animals. They are learning to show concern and care for others as they develop friendships, help each other and raise funds for others less fortunate in their community and the wider world. Children's knowledge and understanding of the world is well promoted because differences are recognised and valued. For example, significant events are celebrated as staff talk to children about their own and other cultures.

Children clearly feel at ease within the setting and display high levels of confidence. They are learning to behave in ways that are safe for themselves and others because children are treated with respect, know what is expected of them and are extremely busy concentrating on highly enjoyable activities. Staff are vigilant in ensuring children learn to play with resources safely. Storage trays are clearly marked with a system that informs children trays they can access independently and those for adults only. The regular practice of the fire drill ensures children gain a clear insight into the action to take in an emergency. Children are physically active. They thoroughly enjoy opportunities to play outside,

even during inclement weather they dress in their puddle suits and wellies and enthusiastically go outdoors. The area is used very effectively as an extension to the indoor learning environment, therefore, outdoor play becomes a central feature of the day. This boosts children's physical and emotional well-being as well as keeping them healthy.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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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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