

# Easington Children's Centre

Inspection report for early years provision

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EY432991

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29/02/2012

**Inspector**

Nicola Jones

**Setting address**

Easington Colliery Primary School, Whickham Street,  
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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**

Easington Children's Centre nursery opened in 2011 and is run by Giant Steps Horden Ltd. It operates from within Easington Children's Centre, Whickam Street, Easington Colliery, County Durham. The setting is open weekdays from 8am until 6pm throughout the year, excluding bank holidays and Christmas Day. They are registered on the Early Years Register for a maximum of 32 under five years of age. There are currently 48 children on the Early Years Register. The nursery employs eight members of staff including the manager. Most of the staff hold a level 3 early years qualification, one member of staff is working towards this level. The manager holds a level 5 qualification. The nursery employs a member of staff with Early Years Professional Status and receives support from the Children's Centre Qualified Teacher.

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

Overall the quality of the provision is good.

Highly effective partnerships with the Children's Centre and other agencies are a key strength and are significant in making sure that the needs of all children are met. Children make good progress as a result of effective observation and assessment procedures, however, opportunities for recording observations on a regular basis are sometimes missed. Overall, children's learning and development needs are very well met and next steps in learning are effectively threaded through into future planning. Self-evaluation by the manager ensures that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

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

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

- ensure learning journals are completed regularly so it is clear how decisions are made about children's progress
- develop links with other Early Years Foundation Stage providers to ensure continuity in maintained and children's social, emotional and educational needs are addressed appropriately.

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

Children are effectively safeguarded because staff have clear policies and procedures embedded within their practice. Effective recruitment and vetting procedures are in place. There is a designated person and all staff have received recent training and refer any safeguarding concerns directly to the manager

immediately, then clear procedures are followed to ensure that children are well protected. Staff make effective use of up-to-date risk assessments to support them in ensuring the indoor and outdoor areas used by children are safe, and as a result children display a good awareness of safety. Children are further protected as fire safety procedures are in place and children take part in regular fire drill practises.

Staff have a good understanding of how to use the Early Years Foundation Stage Framework in practice. This is because they are very well supported by the Early Years Professional and the Children's Centre Qualified Teacher within the setting. The environment, both indoors and outdoors is highly stimulating and resources are fit for purpose and able to support children's learning and development. The manager is taking well-considered steps to ensure resources and the environment are fully sustainable by using recyclable materials. For example, children enjoy filling empty plastic bottles with rain water they have collected in their water butt.

The nursery is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. Well-established channels of communication exist between all partners involved with individual children, which successfully promotes their learning, development and welfare. Children enjoy activities provided by the adjoining Children's Centre which makes a strong contribution to their well-being and achievement. For example, babies enjoy attending 'Twinkle Time' with their key workers. Occasionally, links with other providers delivering the Early Years Foundation Stage are less well established, this means that continuity is not fully maintained and children's social, emotional and educational needs are not addressed appropriately.

The company and managers have high expectations and a clear idea of the strengths and areas for improvement within the nursery. Self-evaluation involves all staff and regular opportunities are provided for parents to make comments to help managers target improvement and address any concerns identified.

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

All children engage in a wide variety of purposeful play that covers the six areas of learning and helps them to develop their skills for the future well. They are making good progress in relation to their starting points. This is because effective systems are in place to monitor and track how individual children are progressing towards the early learning goals. Children have individual learning journals which include observations and photographs. They are matched to the Early Years Foundation Stage and highlight the next steps in learning and development. A summary of this information is collected using local authority 'Flying from the Start' documentation. However, observations are not always kept up-to-date, therefore, it is not always clear how decisions have been made about children's progress. Parents are encouraged to contribute towards planning, observation and assessment procedures and this is effectively used by all staff. This provides a full picture of a

child's learning and development. Parents are equally happy with the nursery and talk about how much progress their children are making, particularly with speech and language development. Children are happy, confident and enthusiastic to learn in an interesting, well-equipped and welcoming environment. Babies and very young children explore their surroundings with interest and make noises and babble as they move around the room. They laugh when staff copy their early attempts at communication and smile when staff praise their efforts. Staff are responsive and sensitive to each individual child's needs which helps them to feel comforted and secure, especially when they become upset. Very young babies respond to cuddles from staff and show they are relaxed when they fall asleep. Older children develop literacy skills as they look through recipe books in the role play kitchen. Their early writing skills are enhanced as they sit alongside staff to write invitations for a nursery party and watch with excitement as their friends open them. Problem solving skills are developed in the outdoor area when older children position milk crates and ladders to make a walkway, younger children pick up toys and objects from creative display areas to find out what they are like and what they can do. There is a wide variety of equipment for children to develop information and communication technology including computers and electronic microphones.

Children display a strong sense of belonging and security within the nursery. Effective settling-in procedures are in place and all children appear happy and settled. Photographs of children are made into visual reminders to brush their teeth and wash their hands and face; this helps children to feel valued. Staff provide good role models and children are reminded of their behaviour in a calm, sensitive way, as a result, most children behave well and respond appropriately.

Children have innovative opportunities to engage in a wide range of physical activities, both indoors and outdoors and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Relationships with kitchen staff are first class and children enjoy learning about healthy eating and hygiene practices through ongoing interactions and projects. They laugh as kitchen staff give clues as to what they are having for their dessert. For example, staff wiggle and shake their bodies and children call out 'jelly!'

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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