

# Catchgate Primary School Nursery

Inspection report for early years provision

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**Unique reference number** EY433393  
**Inspection date** 10/04/2012  
**Inspector** Janet Fairhurst

**Setting address** Catchgate Primary School, Blackett Street, STANLEY,  
County Durham, DH9 8LX

**Telephone number** 01207 234252

**Email**

**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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The nursery is managed by the Governing Body of Catchgate Primary School and has delegated responsibility to the Head Teacher. It is situated within Catchgate Primary School. The nursery is open plan and consists of one large play room with a kitchen, toilets and sleep room. There is a designated outdoor area and children also have use of the school nursery outdoor area. Classrooms, the information, communication and technology suite and the hall are also available for use.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. Wrap around care for the school nursery is also provided.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 29 children may attend the nursery at any one time. There are currently 32 children on roll. The nursery employs six members of child care staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children are cared for in a fully inclusive and welcoming environment where the staff team recognise, support and value each child as an individual. Children benefit from the good knowledge and understanding the staff has of the Early Years Foundation Stage. All relevant documentation is in place and in the main contains all required details. Good relationships with parents exist coupled with the excellent partnership working with other professionals ensure children's needs are met exceptional well. Management and staff demonstrate a commitment to improvement through effective self-evaluation of the provision that brings about good outcomes for children.

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

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

- improve information for parents by updating the regulators contact details within the parents guide.

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

There is a strong emphasis on safeguarding, with clear policies and procedures which are understood by staff and highly effective systems in place to assure children's safety and well-being. In addition, staff have a comprehensive

knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Thorough employment and vetting procedures are carried out to monitor staff suitability, with an induction programme and appraisals to monitor on-going suitability. Robust and detailed risk assessments, daily checklists and regular fire practices maintain very high standards of safety.

Children are able to play with a wide range of equipment, which they can access freely and safely as they are stored in low-level units and baskets. Children are supported to develop a respect and understanding for others through discussions and activities to mark a range of festivals and special days. Children with special educational needs and/or disabilities make excellent progress relative to their starting points because of the excellent support and the provision of activities that are well suited to their specific needs. Staff have completed extensive and additional training which have equipped them with the skills they need to meet children's complex needs.

Partnerships with parents are good. Staff ensure that children's welfare and learning needs are met as they gather valuable information from parents about each child. For instance, they complete 'All about Me' booklets at the beginning of the placement which include information about sleep, routines, allergies and favourite toys. Parents have access to the group's policies, procedures and a parent's guide which informs them of many aspects of the setting. However, information within the complaints procedures requires updating. Information about events and activities are communicated through regular discussion, notice board, newsletters and daily diary sheets. Written comments from parents are positive and complimentary. Strong partnership working with external professionals, such as speech therapist, community nurse and physiotherapist ensure that children's needs are effectively met. The nursery's place within the whole school is firmly embedded and as a result of the exceptional arrangements the transition into school is seamless.

All staff are involved in the self-evaluation process, which ensures a common sense of purpose between adults working together. They are building upon the culture of reflective practice, self-evaluation and informed discussion to identify their strengths and areas for development, which has a positive impact on outcomes for the children in their care. The views of the parents are also obtained as part of the process to ensure all parties have a voice in how they would like to see the provision develop. For example, parents complete detailed questionnaire forms to express their views and from this staff have developed 'planners' to further aid communication for those children who use the wrap around service.

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

Caring and nurturing relationships with staff enables children to form close attachments and feel secure. Furthermore, the warm and welcoming atmosphere creates a positive climate for learning. Consequently, all children are happy, relaxed and settle well into the daily routines. All staff are familiar with the Early

Years Foundation Stage framework, effectively incorporating this into the daily routine. Flexible planning takes full account of the children's personal interests and specific developmental needs. Staff constantly reflect on and evaluate the plans and activities offered to ensure suitable changes are made as and when required. All areas are covered equally and there is a good balance of adult-led and free choice activities each day. Staff make regular observations, which are used effectively to identify individual learning and developmental needs. This information is used to prioritise and plan children's next steps of learning each week to ensure experiences are purposeful. The well organised learning journeys, including children's photographs and artwork, enable parents to see how well their child is progressing during their time in the group.

Children demonstrate a good sense of well-being through their cheerful dispositions, exploration of the activities and the warm and affectionate interactions with staff. They focus well on the activities which capture their interest, such as Cedric the Dragon. Staff use the children's interest in dragons extremely well. For example, they become engrossed when staff read the letter that Cedric the Dragon has left and asks them to carry out specific task for him. This develops children literacy skills in a fun and exciting way. Children communicate confidently to express themselves, for example, babies shriek, babble and smile. As they develop their language is extended through discussion, questioning, joining in stories and repetition of new words through planned activities and singing. Children have opportunities to write and mark-make in purposeful situations, both indoors and outside. They are developing a good understanding of number, shape, size and position and problem solve in completing puzzles and during their free play. For example, two older children work together to build a nest from blocks. They carefully construct the shape and negotiate what size block they need to make the roof deciding that the block needs to be the 'biggest one'. This demonstrates children's growing ability to work together, share ideas and learn from each other. Children use their imaginations very well exploring many different media and materials without restriction, regardless of creating lots of mess. For example, the hand printing activity soon became a self-painting activity as children experiment with the texture of the paint squashing it between their fingers and covering their arms with the paint. Staff encourage this type of self-exploration as they value the process in which children learn rather than the emphasis on having a specific end product.

Children feel very safe and secure within the nursery, which they demonstrate through their self-confidence, developing attachments to key staff and their desire to explore and investigate. Children learn about keeping safe through regular fire drills, safe play rules and they alert staff when they feel others may not be playing safely. Children's physical health and wellbeing are well promoted. Readily available soap and paper towels enable children to become increasingly independent as they carry out personal care routines. For example, they wash their hands before eating, after using the bathroom and after outdoor play, which teaches them about the importance of cleanliness and helps them to establish good personal hygiene. Along with the sensible policy that deals with sick children, this minimises the spread of infection and common illnesses.

## 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	1
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

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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	1
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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met