

# Emerald Nursery and Children's Centre - Crook

11 North Terrace, Crook, County Durham, DL15 9AZ

<b>Inspection date</b>	19/12/2012
Previous inspection date	11/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are motivated, keen to learn and making good progress in their development.
- Children with special educational needs are very well supported to make as much progress as possible in their learning.
- Children are well nourished. They enjoy a good range of freshly cooked meals which helps to promote their health.
- Partnerships with external agencies and other providers are well established and make a good contribution to meeting children's needs.

### It is not yet outstanding because

- The outdoor area is uninviting and is not used well to support children's learning and development.
- Routines for hand washing are not consistently followed throughout all nursery rooms. This does not help to promote children's understanding of the importance of good hygiene routines.
- Parents are not given consistent opportunities to share information about their child's learning at home so this can be used to further consolidate children's learning at the setting.

## **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the playrooms and the dining room.  
The inspector took account of views of parents spoken to during the inspection,
- both face to face and by telephone and the views they expressed through questionnaires.
- The inspector looked at a range of documentation including children's assessment records, accident and medication records and staffing details.
- The inspector spoke to the management team, staff and children throughout the inspection.

## **Inspector**

Lindsey Pollock

## **Full Report**

### **Information about the setting**

Emerald Nursery and Children's Centre - Crook is one of three daycare facilities run by a husband and wife partnership. It was registered in January 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates

from a converted three-storey building in Crook. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level three and above. The nursery opens Monday to Friday all-year-round except in-between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 95 children on roll, of whom 79 are in the early years age group. The nursery provides funded early education. It supports children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- improve the outdoor area to provide an exciting environment in which children have freedom to explore, use their senses and be physically active and exuberant
- extend the opportunities for parents of children in the pre-school room to share information about their child's learning at home and use this information to further enhance activity planning
- promote further children's good health and their understanding of the importance of good hygiene routines by ensuring consistent routines are in place for hand washing.

### **Inspection judgements**

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

Staff value and place high importance on following children's interests, recognising that children become active learners when interested and having fun. They assess children's starting points through information obtained from parents and through well-established settling-in sessions. This enables them to plan activities accordingly. Key persons know their children well. Through discussion it is evident they are clear on where children are in their learning and in what areas they may need some extra support. Plans are then put into place to promote the next steps in children's learning. Children's progress is tracked and these records show that they are making good progress from their starting points. Very good provision is made for those children who need additional support. The Special Educational Needs Co-ordinator ensures that children get the help they need at the right time and that parents are fully involved in this process.

The nursery staff provide a broad range of experiences, especially indoors, that capture children's interest and cover all areas of learning well. Children are motivated and keen to join in with the play activities and resources offered. Staff allow them freedom to decide what they want to play with and ensure resources are accessible to them so they can make choices. Consequently, children's independence is developing well. As they get older they manage their self-care, such as using the bathroom and putting on their coats and shoes. Children have many opportunities to develop their communication and language and literacy skills. For example, they have ready access to a wide selection of books. Some children explore these independently but also gather round staff as they sit on the floor and read to them. Staff challenge children's thinking as they engage in tasks asking them questions. They speak clearly to them to help promote their language and give children time to talk and think. Some children are very confident at expressing their opinions and show good self-esteem. They enjoy organising a practise for games at the Christmas party and knowledgeably explain the rules for musical bumps to the other children. Staff give them the resources and time to do this independently and do not intervene unnecessarily. Children have plenty of opportunities to try out their early writing and drawing skills using a wide range of media and materials. They are beginning to solve problems as they complete puzzles and jigsaws. This allows children to develop their critical thinking and solve problems independently.

Staff discuss children's progress, activities and achievements with their parents and share photographs and written records with them. recently 'home story' sheets have been introduced to give parents additional opportunities to share information about their child's learning at home. However as yet, these are not being consistently used in all rooms to help further enhance planning and fully consolidate children's learning. Parents speak highly of the activities provided and of the progress their children are making in their development.

### **The contribution of the early years provision to the well-being of children**

Children arrive happily and settle quickly into the nursery routine. Close bonds and secure attachments are evident between them and the staff. For example, babies approach staff holding their hands up signalling that they would like to be picked up, and children sit closely to staff as they read to them. The key person system is effective in ensuring needs are met and children are also equally as comfortable with other members of staff in their nursery rooms. Staff are positive role models, giving clear guidance and instruction which supports positive behaviour. Children behave well in the nursery, they listen to staff and play cooperatively with their peers. As they get older they recognise that there are rules and boundaries, for example, helping to tidy up before lunch. Some are less enthusiastic about this task than others and have managed to acquire the skill of 'looking busy' whilst not really helping very much. However, staff know the children very well and recognise who needs a little more encouragement to 'do their bit'.

Children are well prepared for the next stage in their learning through effectively organised transition procedures. For example, when children are ready to progress to the next room their key persons have meetings with the staff to share information. Children also go on visits so they become familiar with their new surroundings and the staff who

will be caring for them. This makes sure the children's move is as smooth and trouble free as possible. Staff in the pre-school room take good steps to prepare those children who are due to start primary school. Teachers from surrounding schools are invited to come into the nursery to meet the children and much emphasis is put on making sure children are as ready for school as possible in their learning and development.

Good provision is made for meals and snacks and children are well nourished. Food is varied and plentiful, cooked freshly and described by parents as being 'superb'. Snacks of fresh fruit have been re-introduced in response to feedback from parents. Drinks are readily available to make sure children are hydrated. The outdoor area is not particularly inviting to children and is not used well by staff to promote children's learning outdoors. However, staff do make use of the local community to take children out in the fresh air and promote their physical development. Pre-school children enjoy a weekly Forest School experience when they visit a nearby outdoor area. This promotes their all-round development and gives them the opportunity to be outdoors in the fresh air.

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

The management team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The designated persons for child protection are experienced and trained in this role. Robust systems are in place to ensure the ongoing suitability of all staff, students and supply staff. This includes appropriate vetting checks and induction programmes. Effective performance management systems are in place. The management team monitor staff performance, educational programmes and the delivery of the learning and development requirements in a number of ways. These include staff appraisals, practice observations and whole staff team and room meetings. They are fully supportive of staff gaining further qualifications and offer in-house training to enable them to continue to develop their professional skills. They ensure that assessments are consistent and successfully completed to identify any children who may need extra support to close the gaps in their learning. The management team and staff regularly evaluate their practice, which highlights strengths and weaknesses in the nursery provision. They value feedback from parents and are willing to listen to their opinion. They quickly address any issues with which parents are not entirely satisfied. For example, snacks have been re-introduced following parents' comments.

Children are well supervised, and the staff are vigilant in ensuring that they stay safe. Staff undertake daily safety checks to ensure that the indoor and outdoor areas are suitable for use. Outings are risk assessed to ensure children are safe when off the premises. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. A number of staff have completed paediatric first aid training and they are clear about the procedures to follow should they need to evacuate the building.

Staff have good working partnerships with parents. Parents are very complimentary about the staff and the care provided in the nursery. Parents comments include 'can't fault a

thing', 'staff are absolutely brilliant', 'very good settling-in sessions', 'accurate information given on diary sheets', 'very happy with the information given' and 'couldn't rate them highly enough'. Newsletters, daily diary sheets and verbal exchanges make sure parents are given information to help with continuity of care. Partnerships with other providers, such as other providers of the Early Years Foundation Stage are good and benefit those children who attend these settings as well as this provision. Very effective partnerships are in place with external agencies and services to secure appropriate interventions and children with additional needs are particularly well supported.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY240209
<b>Local authority</b>	Durham
<b>Inspection number</b>	894782
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	53
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Emerald Childcare
<b>Date of previous inspection</b>	11/08/2009
<b>Telephone number</b>	01388 767300

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

