

Emerald Nursery

Sure Start Centre, Clifford Road, STANLEY, County Durham, DH9 0AB

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| Inspection date | 04/02/2013 |
| Previous inspection date | 28/03/2012 |

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| The quality and standards of the early years provision | This inspection: | 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

- Staff clearly understand how to promote children's development. They provide lots of fun activities with new and unusual resources which capture children's interest and extend their learning.
- Children with additional needs are very well supported to make as much progress as possible in their learning.
- Children are cared for by staff who are warm and sensitive to their individual needs. Consequently, they are happy, settled and feel secure.
- The nursery works extremely well with other professionals to provide the best support for children and their families.

It is not yet outstanding because

- The current arrangements at lunchtime mean that the youngest children have to sit for too long and become restless and older children's independence is not fully promoted.
- Clear arrangements for outdoor play have not been put into place whilst the garden is temporarily out of use. As a result, all children are not consistently able to play in the fresh air.
- Opportunities are not fully in place for parents to share information about their child's learning at home so this can be used to further consolidate children's learning at the nursery.

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 nursery rooms.
- The inspector spoke with the provider, management team, staff and children at appropriate times throughout the day.
- The inspector took account of views of parents spoken to during the inspection 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.

Inspector

Lindsey Pollock

Full Report

Information about the setting

Emerald Nursery and Children's Centre, Stanley is one of three daycare facilities run by a husband and wife partnership. It was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two main areas within a purpose built children's centre in Stanley, County Durham. The nursery

serves the local area and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 76 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special 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:

- review lunchtime arrangements so that the youngest children do not become restless and so that older children can develop their independence further by serving their own food and drinks
- make clear interim arrangements for outdoor play until health and safety issues are addressed in the garden area
- increase the opportunities for parents to share information about their child's learning at home and use this information to further enhance activity planning.

Inspection judgements

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

Children make good progress in their learning and development given their starting points. Staff complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. They listen perceptively to, carefully observe, and skilfully question children during activities in order to re-shape tasks and explanations to improve learning. Activities are clearly based on children's interests and individual needs. For example, the role play area is currently a 'doctor's surgery', following staff's observations of children's interest in playing doctors. Younger children are interested in animals so staff use story sacks and sing songs about animals in response to this. Very good provision is made for those children who need additional support. The special educational needs coordinator ensures that children get the help they need at the right time and that parents are fully involved in this process.

Staff help children to acquire the skills, attitudes and dispositions they need to be ready for school and to make this transition smooth and trouble free. Children are becoming increasingly independent when managing their personal needs, such as, using the toilet and when choosing what they want to do. Older children sit happily at lunchtime and eat their meal, but staff do not use this opportunity to further their independence by encouraging them to pour their own drinks and serve their own food. Children communicate well. Older children chat happily as they play and ask staff questions. Well-organised group times give children the opportunity to share their news and listen to their peers. Staff give younger children lots of smiles and encouragement and repeat the words they say so children hear them spoken clearly. Babies listen as staff talk about how the rice and pasta feel during sensory play and when staff greet them warmly when they wake up. They encourage children to be active and energetic by organising activities, such as, obstacle courses and by providing equipment so younger children can practise their climbing skills safely. Children love books and enjoy using the cosy area where they can sit quietly or 'read' to their friends, mimicking staff. Good provision is made to encourage children's writing skills. Children make marks in media such as paint, dough, and gloop and 'write' their prescriptions in the role play using the readily available pens and pencils.

Parents comment that they are 'very happy' with the progress their children make in their learning and development. They say that their children seem to have 'fun, busy days' and comment particularly positively about their child's progress in their personal, social and emotional development. Staff discuss children's progress, activities and achievements with them on a daily basis. They also make children's learning journals available to them. 'Home story' sheets have recently been introduced to give parents additional opportunities to share information about their child's learning at home. However, as yet, these are not being used fully to help further enhance planning and fully consolidate children's learning.

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

An effective key person system is in place and helps children to form secure attachments with the staff who care for them. The youngest children are cared for in a warm environment by consistent staff who are caring and who respond quickly to their needs. Consequently, they are happy and secure and are confident to explore and try out new things. Relationships between staff and children are strong at all levels and parents say that their children are always keen and happy to come to the nursery. Staff prepare children very well for the transition process which occurs as they progress through the nursery. They ensure that during this process, each child's routine needs continue to be met well. This enables children to remain settled and happy at all times. Effective arrangements for settling in new children means that most children make the transition between home and the setting with the minimum of upset.

High standards of hygiene are maintained throughout the nursery. Very good procedures are in place to prevent the spread of germs. Children sleeping in cots have their own bedding and effective nappy changing practises are followed. Older children learn to manage their personal care well with good support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. Staff support children in

using the toilet and ask them throughout the day in case they forget whilst playing. Suitable, clean clothing is available should children need to be changed and do not have spare clothes of their own with them. There is usually very good provision for outdoor play to promote children's health but the garden area is currently unsafe to use. As yet, clear, interim arrangements are not in place to ensure children can continue to benefit from the fresh area until safety matters are addressed. Children are offered a wide range of healthy, nutritious meals and snacks. Drinks are provided at snack and lunchtimes and drinking water is readily available throughout the day to ensure children are hydrated. Mealtimes are sociable occasions with all children coming together in the large playroom. However, the organisation of this means that the youngest children sit for a considerable length of time and some become restless.

Children are becoming increasingly able to manage their feelings and behaviour. They show an understanding and cooperate with some boundaries and routines, such as, sitting quietly and listening at circle time and washing their hands before snack time. Clear friendships are formed and children play together well. They help each other, for example, fastening each other's shoes and carrying heavier items together at tidy up time. Staff are positive role models and help children to understand when their actions hurt others.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by leaders and managers and are well met. The designated persons are clear and well informed of their responsibilities for safeguarding and work well with partners to protect children. Security is good. Premises are secure and children are well supervised. Risk assessments are robust and effective safety measures are in place and reviewed on a daily basis to ensure the continued safety of children. Children are further protected because the nursery implements stringent recruitment, vetting and induction procedures. Required documentation and written policies are in place for the safe and efficient management of the setting. Effective procedures are in place for dealing with accidents and the administration of medication. Staff are first aid trained and parents state that they are advised both verbally and in written form of any incidents. Advice and guidance is given about when children should not be allowed to attend the nursery to help prevent the spread of infection. The management team have a good understanding of their responsibilities in meeting the learning and development requirements. They closely monitor the educational programmes and work with staff to ensure a broad range of experiences to help children progress to the early learning goals. They have a good, secure understanding of the areas of learning and are themselves experienced practitioners. Consequently, staff respect and value their advice and support.

Staff have good awareness of their roles and responsibilities and work well together. Designated staff for specific roles, such as the special educational needs coordinator, are very knowledgeable and experienced. This ensures children get the help and support they need quickly. The effective monitoring and evaluation of the provision, and opportunities for staff development, creates a solid, strong staff team. They have diverse skills and

knowledge, which they cascade and share well with other members of staff. They have regular meetings both as a whole staff team, and individual room meetings, to share ideas and to discuss practice issues. This successfully promotes continuity throughout the nursery. The manager successfully identifies strengths and weaknesses and has a clear plan in place to bring about improvement. Parents are consulted and their views valued and listened to.

Staff work well in partnership with parents and carers to ensure children's individual needs are met. Information is continually shared and exchanged about children's care, both verbally and on the written daily sheets. Parents comment positively about the nursery, stating their children are 'very happy' and 'enjoy attending'. They say that they value how friendly staff are and that they always let them know how their child's day has been. Partnerships with external agencies and services are a strength of the provision and mean that children are well supported and protected.

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. |

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| 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

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| Unique reference number | EY288945 |
| Local authority | Durham |
| Inspection number | 899732 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 36 |
| Number of children on roll | 76 |
| Name of provider | Emerald Childcare |
| Date of previous inspection | 28/03/2012 |
| Telephone number | 01207 280022 |

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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.

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