

Dubmire Daycare

Dubmire Primary School, HOUGHTON LE SPRING, Tyne and Wear, DH4 6HL

Inspection date	22/04/2013
Previous inspection date	20/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are excited and motivated to learn as staff have excellent knowledge of how young children learn, and provide rich, varied and imaginative educational programmes.
- The quality of early language provision is exceptional. Staff provide activities, opportunities and experiences which significantly enhance children's speech, language and communication.
- Children make outstanding progress as a result of staff awareness of individual needs and precise assessment and planning for all children.
- Children's needs are quickly identified and exceptionally well met through the robust and effective partnerships between parents, other providers and external agencies.
- Children understand how to keep themselves safe as all staff consistently give the highest priority to the safety of children.
- Children have access to an extensive range of materials, with an emphasis on natural resources. Both indoor and outdoor areas are highly stimulating with excellent use of equipment, giving children opportunities to explore and become deeply involved in their learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector observed activities and spoke to staff and children in all nursery rooms and the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Nicola Jones

Full Report

Information about the setting

Dubmire Daycare was registered in 2008 on the Early Years Register. It is situated in purpose-built premises within Dubmire Primary School in the Houghton-Le-Spring area of Tyne and Wear. It is managed by the governing body of the school. The nursery serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play. The nursery provides wrap-around care for children aged five who attend the adjoining school.

The nursery employs 20 members of childcare staff, 16 of whom hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 142 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:

- enhance young children's developing independence, for example, by allowing them to pour their own drinks and serve their own food.

Inspection judgements

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

Staff have excellent understanding of the Statutory Framework for the Early Years Foundation Stage and use this very well to support children in their learning. All staff respond exceptionally well to children's emerging needs and interests, and guide their development through positive interaction. As a result, children thoroughly enjoy the time they spend at the nursery and are excited and motivated to learn. For example, children squeal with delight as they run around with ribbon sticks they have made using resources found in the garden. Staff provide a wealth of natural resources, in the indoor and outdoor areas, which are accessible and open-ended. This enables children to make independent choices from the selection available and allows them to use, move and combine objects in a variety of ways. Staff are highly skilled and ensure each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activity. For example, small group activities are provided which help children to learn to distinguish differences in sounds and rhythms. This supports their expressive

language skills and provides an excellent foundation for future literacy development. Staff support children's learning exceedingly well as they play. They sit alongside them on the carpet and ensure children have uninterrupted time to play and explore. As a result, children are motivated to learn and maintain focus on their activities for a period of time. Staff are specific when they praise children, noting effort, such as how well they concentrate and solve problems. This means children enjoy achieving what they set out to do and show satisfaction in meeting their own goals.

The quality of teaching is excellent. Staff have a superb understanding of how to promote the learning and development of young children. As a result, all children make outstanding progress in their learning and are exceptionally well prepared for the next steps in their learning. Children with special educational needs and/or disabilities are equally well supported and make rapid progress based on their starting points. This is because staff and other professionals meet their learning and development needs exceptionally well. Assessment is rigorous and all staff make accurate observations and plan for individual children's learning and development needs. Progress is tracked and staff are highly confident in identifying individual strengths and weaknesses. Children have individual learning journals which contain photographs and observations. All information is linked to the guidance document, 'Development Matters in the Early Years Foundation Stage' and clearly shows next steps in learning for each child. Children's learning at home is given utmost priority and parents regularly complete observations of their child. This builds on what parents know and already do with their child, and supports their confidence and knowledge in how to extend and strengthen the early home learning environment. Parents spoken to during the inspection describe how they value this opportunity to plan together and think through ideas of how to move their child forward.

Children are provided with highly innovative experiences which actively contribute towards the development of their language and literacy skills. For example, an old bath is provided in the outdoor area and staff make up songs as children play with bubbles and large plastic spiders. As a result, children build their vocabulary and become confident talkers. Staff ensure children have 'thinking time' and wait for them to think about what they want to say and put their thoughts into words. Staff have significantly enhanced their knowledge and skills in the development of early language acquisition through the 'I Can' programme. This is firmly embedded within nursery practice and staff received accreditation in recognition of this area of work. This supports children to make rapid improvement in their communication and language skills from their starting points, and effectively closes gaps in achievement. Children are supported in acquiring early reading skills. The environment is rich in print and children learn about words by looking at names, signs and posters. Children whose home language is not English are equally well supported as photographs and pictures displayed reflect their family backgrounds. For example, labels of foods from around the world are displayed in the role play cafe. This provides opportunities for children to develop and use their home language throughout their play.

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

Staff demonstrate excellent care practices which ensure all children, especially very young children and those in need of additional support, form secure emotional attachments. Children settle very quickly and staff are highly skilled when comforting those who become upset when they are tired or unwell. Children show they are happy and settled when they snuggle into their key person and quickly fall asleep. Parents describe how well staff support their children's needs and respond to their individual preferences. For example, staff listen to the views of children and provide appropriate food when they decide to become vegetarian. Highly effective settling-in procedures are in place and children make a number of visits, based on their individual needs, before staying for the whole session. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. Children are equally well supported when making transitions within the nursery and into Dubmire Primary and other local schools. They make visits with their key person, and summaries of learning and development are shared. This helps to improve communication and coordination between professionals, practitioners and families, especially when children have an identified condition, disability or impairment.

The manager and her staff team consistently give the highest priority to the safety of children and effectively support their growing understanding of how to keep themselves safe. Children show exceptional awareness of safety for their age and demonstrate safe practices as they play. For example, they confidently carry large tyres in the outdoor area, ensuring the safety of themselves and other children. All staff provide clear guidance for children about what is acceptable behaviour. They ensure children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. The rationale of rules and expectations are shared with parents to maintain a joint approach and, as a result, children's behaviour is excellent.

Children demonstrate superb independence skills for their age when they brush their own teeth and select cloths to wash their faces. Independence is promoted when children find and return what they need in the indoor and outdoor areas. This is because all environments are organised effectively and resources are well labelled. However, opportunities to develop children's independence even further are not provided. This is because they are not always able to serve their own food and pour their own drinks. Staff give consistently clear messages to children to ensure they are developing a excellent understanding of why it is important to have a healthy diet. A range of fresh, healthy foods are offered to children at meal times and incentives are offered, such as, placing stickers on 'Pip the Apple', to eat their food. Children's health and well-being are exceptionally well promoted in the outdoor area where daily opportunities are provided for children to explore, use their senses, and be physically active and exuberant. Children show great excitement about being outdoors in all weathers. For example, they run in from the outdoor area and quickly make alterations to their ribbon sticks, before going back out again to run in the wind.

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

The manager and her team of well-qualified, experienced and highly motivated staff demonstrate an enthusiasm for their work with a clear commitment to improving

achievement for all children. As a result, morale is very high and belief in the nursery's success runs through all staff. Highly effective measures have been taken to ensure all staff understand recent changes in the revised Statutory Framework for the Early Years Foundation Stage, and this is reflected in practice in all nursery rooms. High quality professional supervision is provided, based on consistent and sharply focused evaluations of the impact of staff's practice. This enables the managers and staff to identify their strengths and areas for further development. Staff are well supported and benefit from an effective programme of professional development arising from individual staff needs. As a result, staff are constantly improving and understanding their practice.

The manager and her deputy receive qualified teacher support from Dubmire Primary School which strengthens the leadership team. Robust monitoring ensures educational programmes have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interests of children. Exceptional monitoring of children's progress is well embedded within practice. As a result, interventions are sought where needed to ensure that gaps are narrowing for individual children identified as being in need of support. Partnerships with external agencies and other professionals are superb. All practitioners who work directly with the child attend review meetings and are involved in joint planning for the identification of future support.

Children's welfare is exceptionally well promoted because there is a comprehensive awareness of safeguarding issues among the adults in the nursery, all of whom receive regular training in this area. Robust policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by children are safe, and as a result, children display an excellent awareness of safety.

Partnerships with parents are exceptional. They take an active part in their child's learning and are involved in decision making on key matters. For example, a parents' group was established when managers and staff embarked upon a programme of work to develop the outdoor area. Parents use words such as 'fantastic' when describing the relationships between staff and children and the quality of educational programmes provided. Partnerships with Dubmire Primary School are equally well established and significantly enhance children's all-round development.

Constant self-evaluation of the nursery ensures that areas are consistently identified for sustained improvement, and this is very evident in the nursery. Views of parents, staff and children are carefully considered when developing self-evaluation, which helps to target improvement and address any concerns identified. There are plans in place to strengthen partnerships even further by introducing 'stay and play' sessions for two-year-old children and their parents.

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 action. 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

Unique reference number	EY370193
Local authority	Sunderland
Inspection number	878591
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	90
Number of children on roll	142
Name of provider	Dubmire Primary School Governing Body
Date of previous inspection	20/04/2009
Telephone number	0191 3823 057

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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, which are usually the childminder's 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

