

Big Kids Little Kids Nursery and out of School Club

172 Northgate, Darlington, County Durham, DL1 1QU

Inspection date	29/04/2013
Previous inspection date	30/03/2011

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 plan a range of interesting and exciting activities based on children's interests. Consequently children are motivated, keen to learn and making good progress in their development.
- Partnerships with parents are strong. Parents speak highly about the nursery and the different ways staff support them in helping their children to settle and involve them in their learning.
- Good use is made of the local environment to extend children's learning. For example, all children take part in daily outings to interesting places, such as the park, shops, museums and the library.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and ensuring they feel happy and safe.

It is not yet outstanding because

- There is scope to extend the very good opportunities for children to see a wider range of different words around the nursery that reflect their own cultural and linguistic background.
- Children's independence skills, particularly in the pre-school room, are not always fully promoted, for example, by pouring their own drinks and preparing food at snack time.

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.

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 held discussions with the joint managers at the beginning of the inspection and throughout the day.
- The inspector held discussions with the registered provider throughout the day.
- The inspector observed activities in all the nursery rooms and spoke to staff and children.
- The inspector took account of the views of parents that were spoken to during the inspection.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of staff working with children and looked at the nursery's self-evaluation form and some written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

Big Kids Little Kids Nursery and Out of School Club was registered in 2004. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted three storey building in the Northgate area of Darlington, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three rooms for the nursery and two rooms for the out of school club.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including one who has Early Years Professional Status.

The nursery opens Monday to Saturday all year round. Sessions are from 7.45am until 6pm Monday to Friday and 8am to 6pm on a Saturday. Children attend for a variety of sessions. There are currently 44 children attending who 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 who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance how children's linguistic diversity is valued by providing additional resources and wording in the environment to reflect their cultural backgrounds
- involve children in preparing their snacks, serving their food and pouring their drinks to further promote the development of their independence and self-care skills.

Inspection judgements

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

Staff are enthusiastic and committed and work well as a team. They organise the playrooms and plan activities to ensure that each child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Staff have a good understanding of the Early Years Foundation Stage and the seven areas of learning, which they successfully cover in the play experiences they provide. Children have fun and make good progress as they engage in a range of stimulating activities in the setting. Staff carefully plan activities taking into account

children's interests and capabilities. This ensures their individual needs are met well. A record is kept of each child's progress against each area of learning, which includes observations of their activities, photographs and the next step for their development. Consequently, staff can easily and quickly identify if there are any gaps or delays in children's learning, which they then address in their future learning and development plans. This ensures that children are well supported to move on to their next steps in learning, including nursery and school when the time comes.

Staff listen sensitively to, carefully observe, and skilfully question children during activities in order to re-shape tasks and offer explanations to improve learning. Activities are clearly based on children's interests and individual needs. For example, pre-school children show great interest in the creative area where they make and mould their own play dough, so staff provide lots of additional resources, including a cooker, utensils and cake cases to extend this learning. Children develop good physical skills as they scramble through the soft play, confidently ride their bikes at the park and play ball games. Children are motivated and keen to join in with the play activities and resources offered. The role play area in the pre-school room is currently a 'cafe', following staff's observations of children's interest in asking their friends what they would like to eat. The role play area in the toddler room is a hairdressers and children particularly enjoyed visiting the local shops to buy items to enhance this area. Children take part in an interesting range of daily outings to enhance their learning about the community in which they live. For example, they visit the fire station, the railway museum and library, as well as the local park.

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 mealtimes chatting to each other as they eat. However, staff do not use this opportunity as well as possible to further their independence by encouraging them to pour their own drinks and serve and prepare 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 oats and sand feel during sensory play and when staff greet them warmly when they wake up. Children love books and enjoy using the cosy areas where they can sit quietly or 'read' to their friends, mirroring 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 food orders in the role play using the readily available pens and pencils.

Children with English as an additional language are appropriately supported. For example, staff know simple words and phrases in children's home language. The nursery is a print rich environment with colourful displays showing what children are learning, alongside this, names, signs and posters are displayed, to support children in recognising simple words. However, there is less text in other languages displayed to always fully reflect, support and value all the languages spoken by the children in the nursery.

The nursery places a strong emphasis on working in partnership with parents. Parents are encouraged to have pre-visits to the nursery with their children, to help children settle in their room with their key person. Parents complete an 'All about me' sheet, sharing what

they know about their child in order to support good initial assessments of where their children are in their learning. The 'All about me' sheet is sent out regularly to parents to update information on children's developing skills and abilities throughout their time at the nursery. Parents also provide comments about their child's abilities and achievements to further support their child's key person. For example, through completing parent comment slips. Parents are encouraged to look at their children's learning journals, and parents' open evenings are regular events. Therefore, parents are encouraged to be fully involved in their children's learning and are well informed of their child's individual progress. Parents comment that they are 'very happy' with the progress their children make in their learning and development.

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

A highly effective key person system helps ensure children's emotional well-being as they build secure attachments with staff that have a good understanding of their individual needs, interests and abilities. Children's good progress continues each time they move up to the next room. This is because staff organise visits to the next room and ensure that the new key person has a written assessment of the child's prior skills, knowledge and understanding. These transitions are discussed thoroughly with parents to ensure that children continue to feel safe and secure. Parent's comments are positive, stating that children often ask to see their key person on days they do not normally attend the nursery. Children are well supported by staff to move on to other settings and to school and are, therefore, well prepared for the next stage in their learning. For example, children often visit their new setting with their key person and younger children frequently go with staff to collect older children from school so they become familiar with the building.

Suitable standards of hygiene are maintained throughout the nursery. Good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before meals and snacks. 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 learning to use the toilet and sensitively follow parents' wishes, minimising any distress to children. Meals are sociable occasions with children sitting together and enjoying their food. Staff support them in learning about the importance of healthy eating and encourage them to talk about what they are eating. Drinks are provided at mealtimes and drinking water is readily available throughout the session to ensure children remain hydrated. Children are well supported in learning to brush their teeth after meals and this learning is further encouraged by regular visits from the dentist.

Children develop a good understanding of personal safety. They regularly practise the evacuation procedures and pre-school children carefully climb the stairs to their room, while toddlers stand on the step so they can reach the tap to wash their hands. The nursery does not have any outdoor space, however, children have frequent opportunities throughout the day to experience fresh air and be active. Parents are asked to make sure that children have suitable outdoor clothing so they can access outdoors, no matter what

the weather is like. This supports their physical health and development. Indoors there is ample space for babies to roll and crawl and for toddlers to practise walking. All children have access to the large soft play area where they have very good opportunities to develop their physical skills. Staff sensitively encourage and support them as they improve in ability and confidence.

The learning environment is enabling and helps children make good progress in their learning and development, with a wide range of resources being easily accessible for all children. The nursery effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations, for example, St George's Day, Chinese New Year and Easter. Children with English as an additional language are appropriately supported. They have good opportunities to gain an awareness of diversity as they use dolls, books, pictures and small world toys that reflect positive images of difference.

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

Children are safeguarded well as the named person for safeguarding and the staff team have a clear understanding of what to do if they have a concern regarding a child's welfare. All staff have attended training in safeguarding to ensure that they are up-to-date with any changes in legislation and of their roles and responsibilities. Clear and concise risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed, along with daily checks on the indoors and for outings, to further support children's safety. Systems to monitor entry to the setting are good, with the premises being secure and children and visitors are supervised well. A good range of policies and procedures are in place and available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being. A number of staff have a suitable first aid qualification and plans are in place to have all staff gain this qualification. As a result, children are well supported in the event of minor injuries or accidents.

Secure recruitment and induction procedures ensure that all those working with children are safe and suitable, having undergone appropriate vetting procedures. Regular staff meetings ensure that all those working with children are kept informed of changes, for example, with legislation and also to offer in-house training. This system supports and enhances staff's personal development and contributes to meeting the ongoing needs of all children. Room monitoring, along with individual staff supervision sessions and yearly appraisals, enables the management team to identify learning and training needs for each individual staff member. As a result, there is a skilled staff team in place to support children's wide ranging needs.

The management team and staff are enthusiastic, motivated and committed to providing a high quality service to children and their families. The new joint managers and registered person have a good knowledge and understanding of how to implement the requirements of the Early Years Foundation Stage. They monitor the educational programmes to ensure

a varied range of stimulating activities is provided to capture the children's interests. Arrangements to evaluate the provision are in place and a clear action plan has been established, in conjunction with advice from the local authority, to allow the setting to identify and work on areas for development, contributing to their continuous improvement. For example, they have devised a detailed self-evaluation document and positively addressed the recommendations from their previous inspection. Consequently, children's welfare is further promoted.

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 and diaries. Parents comment positively about the nursery, stating they are 'more than happy' with the care and learning provided and that 'children are very excited about coming and staff are friendly, professional and helpful'. Parents also get lots of information, through interesting displays, informative leaflets and brochures. Good partnership working takes place between the nursery and the schools that children transfer to. For example, staff are proactive in discussing transition arrangements with school staff and visits are arranged to help prepare children for the move to school. Children who attend other nurseries are well supported. For example, the nursery staff have regular informal discussions and share targets in writing with the other settings children attend.

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 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	EY280315
Local authority	Darlington
Inspection number	910175
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	104
Number of children on roll	44
Name of provider	Topoli Leisure Ltd
Date of previous inspection	30/03/2011
Telephone number	01325461999

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Type of provision

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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.

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