

Timothy Hackworth Nursery and Childcare

Byerley Road, SHILDON, County Durham, DL4 1HN

Inspection date

Previous inspection date

11/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 effectively safeguarded. All staff are well informed about child protection issues and the premises are safe. The management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- 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.
- Children's behaviour is good as staff are positive role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- A highly effective 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 opportunities for children to see a wider range of different words and pictures around the nursery that reflect their own cultural and linguistic background.
- There is scope to further enhance opportunities for all parents to support and share information about their children's learning and development at home.

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 held discussions with the nominated person at the beginning of the inspection and throughout the day.
- The inspector observed activities in the childcare rooms and the outdoor environment and spoke to staff and children at appropriate times.
- The inspector took account of the views of parents spoken to throughout the inspection.
- The inspector held a meeting with the management team, spoke to the local authority advisor and conducted a joint observation with the manager.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of practitioners 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

Timothy Hackworth Nursery and Childcare was registered in 2012 on the Early Years Register. It is situated in Timothy Hackworth Primary School in the Shildon area of County Durham and is managed by the governing body of the school. The nursery serves the local area and is accessible to all children. It operates from two dedicated rooms within the school nursery and has its own enclosed area available for outdoor play.

The nursery employs one member of childcare staff, who holds an appropriate early years qualification at level 3. The manager holds Qualified Teacher Status. The nursery opens Monday to Friday during school term time only. Sessions are from 9am until 12noon. There are currently four children attending who are in the early years age group. The nursery provides funded early education for two-year-old children. It supports 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, for example, by providing additional resources and wording in the environment to reflect their cultural backgrounds
- enhance the opportunities for parents to share information about their child's learning at home and use this information to further develop activity planning.

Inspection judgements

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

Staff have a very good understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge extremely effectively to plan and support children's progress through motivational teaching. Staff are enthusiastic and playful, which strongly influences children's positive attitude to play and learning. As a result, children are confident to access resources independently and sustain their concentration while being engaged in activities. Even though all children are very new to the nursery, careful assessment and planning ensures that activities provide suitable challenge for children. This significantly contributes to the good progress they are making in relation to their starting points.

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, children show great interest in building with the large wooden blocks with staff encouraging them to think how they can make their structures 'stronger' and 'taller'. With gentle encouragement they go on to build towers with large plastic blocks and staff supporting them to count and begin to recognise different colours. All children receive good opportunities to make marks, for example, they paint indoors and outdoors and use different tools in wet and dry sand. Children have mostly free-flow opportunities between indoors and outdoors, with staff planning for an exciting and challenging outdoor environment. Children proudly show adults the attractive planters they have filled with sunflower seeds, pansies and strawberry plants. Children develop good physical skills as they confidently ride their bikes and use tools, such as, glue spreaders and rollers.

Children are motivated and keen to join in with the play activities and resources offered. Staff support children well and ensure that they enjoy their activities, joining in with their conversations and sharing their interests. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children independently choose books from a well-stocked reading area where they sit turning the pages, sharing the story with staff and their friends. They enjoy 'snuggling up' in the comfortable, canopied area and listen with excitement as staff shake the bag of musical instruments before they choose their own instruments. Staff successfully encourage children to make music as they take turns in choosing the songs and rhymes they want to sing, with the 'spider song' being a firm favourite. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as, moving onto nursery. They have good opportunities to gain an awareness of diversity as they use a wide variety of resources that reflect positive images of difference. Children with English as an additional language are well supported. However, there is limited text in other languages displayed to reflect, support and value all the languages spoken by the children in the nursery.

Parents comment that 'they are happy' with the progress their children make in their learning and development. They say that their children are 'really settled and coming here will help them go into school nursery no bother' and comment particularly positively about their children's progress in their communication and language. Staff discuss children's progress, activities and achievements with them on a daily basis. However, as yet, other ways to involve parents have not been fully explored so as to enhance planning and fully consolidate children's learning.

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

Children's personal, social and emotional well-being is nurtured by kind and caring staff who provide a warm, welcoming and inviting environment. Effective arrangements for settling-in new children mean that they make the transition between home and the nursery with the minimum of upset. For example, older siblings who attend the school nursery stay with their younger siblings until they are happy to be left. Consequently,

children are happy and secure and are confident to explore and try out new things. An effective key person system is in place and helps children to form secure attachments with the staff who care for them. They carefully plan for children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Relationships between staff and children are strong and parents say that their children are always keen and happy to come to the nursery.

High standards of hygiene are maintained throughout the nursery. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snack. Children learn to manage their personal care well with good support from staff. For example, they are learning how to wash and dry their hands thoroughly and are beginning to know when they need to do this. Children are offered a wide range of healthy, nutritious snacks. These are sociable occasions with children sitting together and enjoying their fruit. Staff sensitively support children in learning to drink from a cup. Children are frequent visitors to the school nursery, for example, as they collect items for snack and access their larger outdoor area to develop their physical skills.

Staff are attentive and when slight conflicts arise they offer timely and sensitive intervention appropriate to the ages of the children, consequently children behave well. Children who find it difficult to behave appropriately are very well supported. For example, staff offer individual support to children who on occasions find it difficult to understand that the hard ball may hurt their friends if they throw it. Children develop a good understanding of personal safety. They eagerly help tidy toys off the floor so they do not trip and carefully climb the steps on the indoor slide. Children have frequent opportunities throughout the session to experience fresh air and be active. This supports their physical health and development.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are clearly understood by the staff and management team. The designated persons are clear and well informed of their responsibilities for safeguarding and work well with partners to protect children. Staff have attended recent training and are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. The nursery keeps thorough records of accidents and attendance to further protect children and promote their welfare. Effective systems are in place to ensure that all staff working with children are suitable to do so. There is a detailed risk assessment in place and this is monitored to ensure safety is maintained at all times for the children. For example, immediate action is taken when blind cords become accessible to children. All resources are of a good quality. Fire safety is prioritised and access to the provision is secure. The thoughtful organisation of indoor and outdoor space means that children are closely supervised at all times. All staff have suitable paediatric first aid qualifications. Consequently, children are well protected in the event of a minor accident.

An effective appraisal system and regular informal supervision is in place to ensure that all staff understand their roles and responsibilities. As a result, the interests of children are promoted as staff are provided with support, coaching and training. There are clear systems in place for self-evaluation and both the management team and staff are motivated to seek further improvement. They successfully identify strengths and areas for development and have clear plans in place to bring about improvement. These take into account the views of staff, parents and children, as well as advice from the local authority. For example, parents are successfully encouraged to complete questionnaires enabling them to share their views. The manager has a good overview and knowledge of the educational programmes, so she can monitor that all areas are covered within planning and assessment and identify any gaps in learning.

Suitable relationships are formed with parents. They say 'staff are friendly and child likes to be outdoors painting', 'my child loves it', and 'their speech has come on, he is happy so I am happy'. Staff keep them up-to-date about their child's learning through daily discussion at the beginning and end of the session. Excellent partnership working takes place between the nursery and the school nursery, with children being regular visitors and sharing resources. Consequently, children get used to the larger school nursery room and the staff, ready for their next stage of learning. Close links are in place with other agencies to support children, for example, speech therapists, health visitors and Ethnic Minority and Traveller Achievement Service (EMTAS) are just some examples of partnerships that have been established.

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	EY454722
Local authority	Durham
Inspection number	895945
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	4
Name of provider	Timothy Hackworth Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01388772959

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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, 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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