

Cragside Nursery Unit

Cragside C of E Primary School, Westloch Road, CRAMLINGTON, Northumberland, NE23 6LW

Inspection date	08/07/2013
Previous inspection date	05/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- There is a well-established key person system in place. This helps children form strong attachments and promotes their personal social and emotional development.
- The strong staff team have a secure understanding of the learning and development requirements. They use this to plan a wide range of activities and experiences for each child.
- The range of resources and activities provided are effective in supporting children's varied interests. This means they are motivated in their play and they show good levels of independence in what they do.
- Children are well protected by robust risk assessments and sensible procedures, which ensures that they are always well supervised and cared for. They develop an understanding of how to take measured risks.

It is not yet outstanding because

- The organisation of space within the room limits the opportunity for children to further develop their improving concentration skills when listening to stories.
- Improvement plans are not yet precisely focused or rigorous enough to achieve the highest levels of practice.

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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector held meetings with the manager, and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

Inspector

Eileen Grimes

Full Report

Information about the setting

Cragside Nursery Unit was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the nursery unit of Cragside Primary School in the Cramlington area of Northumberland. The nursery serves the local area and is accessible to all children. It operates from one room and there is a fully enclosed area available for outdoor play. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including two with Early Years Professional Status.

The nursery opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 52 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 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:

- review the organisation of activities to allow older children the opportunity to further develop their concentration skills, especially when they sit and listen to stories

- make improvement plans more effective by setting measurable targets that clearly focus on how best practice will be achieved.

Inspection judgements

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

All staff have a good understanding of how to support young children's learning. They enable them to play uninterrupted with resources of their own choice and to extend their learning through group activities. This allows children to learn independently and from each other. For example, a group of children become fully immersed as they play a game in the garden. They work cooperatively as they decide how to move along the bridge looking at how to move in different ways. They confidently use their imagination as they pretend to be the 'gruffalo and the troll'. Staff lead small group activities, which are targeted at helping children to develop specific skills. For example, a member of staff involves children in painting and making models from boxes. Children select the resources and make various houses, talking about how to paint these. This activity is extended to

looking at how to mix colours of paints and how the water changes colour when hand washing. Staff skilfully encourage children to look at the differences in the water. Children are keen to be involved and are motivated to learn. Consequently, they make good progress in their learning and are well-prepared for when they move on to school.

Staff give good attention to promoting children's communication and language development. For example, they sing songs and play games at group time and all children are keen to become involved, confident to talk in front of others. Staff use this time to introduce various words and sounds. This enables children to make connections in their learning in a fun way. It also provides good opportunities for younger children to develop their vocabulary as they learn a range of new words. Children have free access to books which helps them to develop a love of reading from an early age. For example, they are keen to share their favourite stories with other children in the group as they bring books from home for story time. However, the organisation of story time for the oldest children does not allow them to fully listen without distractions, which does not promote their concentration as effectively as possible. Staff teach older children to recognise letters of the alphabet and to learn the corresponding sounds. This means they begin to understand about decoding words. For instance, when the letter 'm' card is held up, one child confidently recognises that the word 'mummy' starts with this.

Staff skilfully observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of children's abilities in all areas. High priority is given to encouraging parents to be involved in their child's learning. Parents are actively encouraged to share information about their child's learning outside the nursery, for instance, through the use of 'wow' stars which are displayed in the nursery and then transferred to children's development files. For example, parents write that children are now putting on their own socks. Staff are particularly attentive to ensure that these milestones are celebrated. This means staff can plan precisely for the next steps in children's learning because they have a full picture of their development. Children with special educational needs and/or disabilities are well supported. Staff are aware of the individual needs of children, liaise with parents and have input from other professionals, and so work collaboratively to form targets for children's further development.

Staff provide a welcoming and homely environment. Sofas are provided so that children and staff can sit together. Children have regular opportunities to come together throughout the day, such as meal times and outdoor play. This encourages older children to develop a caring attitude towards the youngest ones. Toys and resources are all presented at children's level, so they can choose from these freely. Children's names are displayed above their coat peg and on their drawer to foster a sense of belonging and show children that print has meaning.

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

Children's key persons pay good attention to making their transition into the nursery a pleasant experience. For instance, pre-placement visits are actively encouraged so children can gradually become familiar with their new environment. Staff make sure they are fully

informed about children's interests and use these successfully to help them settle. Staff develop close and trusting bonds with all children. For instance, the youngest ones snuggle into them when they are feeling tired or just need a little reassurance. As children develop and their needs change these are discussed with parents. For example, as children prepare for school they discuss with parents lunch arrangements to prepare children for the environment of the school dining room.

Children learn to behave well because staff ensure they have secure routines and know what is expected of them. For example, they know that they must wash their hands before they sit at the table to eat. Staff provide good opportunities for children to take on responsibility, which successfully helps them to develop their self-esteem and confidence. For instance, children talk proudly about their pictures which are attractively displayed, and older children are proud of their writing for the caption. Children are taught to take an interest in each other's lives which helps them to be accepting of one another. For instance, when parents record what they have done at home in their communication diary this is discussed at group time. Staff actively encourage children to keep themselves safe. For example, they practise the fire drill each month with them so they become familiar with this.

Staff are very proactive in helping children to follow a healthy lifestyle. For example, they provide them with nutritious food at snack times and lunches are provided by parents which are served together in the school dining hall. Staff enable children to plant and care for different vegetables in the garden. This effectively supports them in learning about food sourcing and how things grow and change over time. Staff ensure children have lots of opportunities to play outside each day. Consequently, they benefit from lots of fresh air and develop good physical skills through using a variety of resources. For example, they show good control as they ride wheeled toys and climb the steps to the slide. Younger children delight in digging and making castles in the sand, whilst older ones practise their writing skills using pens and paper.

Transition to school is well managed as teachers regularly visit the nursery to get to know the children and observe their learning before they move into their care. This supports children's transition to their new setting very effectively.

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

The manager leads and manages the nursery effectively, and is extremely well supported by a management team. They ensure the requirements of the Statutory framework for the Early Years Foundation Stage are met successfully. The nursery is kept secure, regular safety checks are undertaken and staff follow safe procedures during everyday routines. For example, the 'half' door to the kitchen is kept closed which means children can observe staff but not enter the area. Food is checked to ensure it is at a safe temperature before it is served to children. High adult-to-children ratios are maintained on outings, which ensures children are well supervised. They wear high visibility vests so they can be seen easily. This means children are well protected. The recruitment and vetting of any new staff is thorough, which means informed decisions about their suitability are made. All

safeguarding policies and procedures are in place and are securely implemented throughout the nursery, and children's behaviour is managed extremely well. Staff attend training in safeguarding and this topic is always discussed at monthly staff meetings. This means staff are confident in their ability to recognise the possible indicators of abuse or neglect, know to whom they should refer any concerns and act quickly when the need arises.

Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, the manager undertakes regular observations of their practice, to judge the quality of their teaching. She regularly checks children's developmental records to ensure the educational programmes successfully cover all areas of learning. If any gaps are identified these are discussed with staff and action is taken to address them. Annual appraisals are used effectively to assess staff's ongoing suitability and to help them plan for their personal development. The staff team is friendly and approachable. They carry out their duties efficiently, which means children are well cared for and supported effectively in their learning.

There is a commitment to monitoring the quality of the service through reflective practice and to continually improving this. For example, informal evaluations are used to assess staffs' training needs, all children's progress is tracked and monitored and there are a range of realistic targets for improvement in place. Parents are also consulted to ensure their views of the service are known and responded to. Recommendations raised at the last inspection have been successfully addressed, which has improved the educational programmes. The management team have discussed how to target action plans more effectively. However, these have not been fully implemented or analysed to assess their impact. As a result, there is scope to hone improvement plans so they are more effective in driving forward best practice.

Staff give high priority to establishing and maintaining good partnerships with parents. They ensure they are well informed of all aspects of the service through a prospectus and regular newsletters. Good communication is fostered on an ongoing basis through daily discussion. Written information is displayed regarding the activities of the day and the menu. Parents are regularly invited to events at the nursery, such as to a Christmas Play, and to accompany their children on their yearly outing. For those parents who are unable to accompany their children, staff take responsibility for them. This means that no child misses out on the experience. Parents are keen to share their views of the nursery. They describe staff as being very caring and they like the homely environment. The nursery has good links with other early years providers. For example, staff work in conjunction with local schools to ensure children have continuity in their learning, particularly during times of transition.

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
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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	EY395075
Local authority	Northumberland
Inspection number	923378
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	52
Name of provider	Cragside Nursery Unit Ltd
Date of previous inspection	05/11/2009
Telephone number	01670 737887

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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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