

# Billingham Childrens Day Nursery

Hale Road, Billingham, CLEVELAND, TS23 3ER

<b>Inspection date</b>	30/07/2013
Previous inspection date	06/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 enjoy their time as they play and learn in a caring, supportive environment. The friendly staff team work hard to ensure that all children make good progress in their learning and development.
- Children are secure and have strong bonds with staff; this is due in part to the well-embedded key person system. All children show excitement as they enter the nursery and they quickly engage with the learning environment.
- Children have free access to a very well-equipped and stimulating environment both inside and outside.
- Effective leadership and management mean that staff know their roles and responsibilities so they are able to offer children good care and education. As a consequence, all children are well prepared to enter the school learning environment.

### It is not yet outstanding because

- There is room to further enhance the good information gathered from parents at the onset of care to ensure a very detailed picture of children's current stage of development is in place.
- There is scope to further develop links with some local schools and nurseries to ensure continuity in children's learning and development.

## 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 meetings with the manager of the provision, spoke to staff and interacted with the children.
- The inspector undertook observations of the children engaged in activities.
- The inspector carried out a joint observation of a teaching and learning activity with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Vivienne Dempsey

## Full Report

### Information about the setting

The Billingham Children's Day Nursery was registered in 1995 and is on the Early Years Register. It is situated in purpose built premises in Billingham, and is managed by Nunthorpe Nurseries Group. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 49 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:

- enhance methods for gathering information from parents about their children's stage of development at the start of the care arrangement
  
- develop further the relationship with other providers to ensure continuity in children's learning and development.

### Inspection judgements

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

Staff undertake good quality observations and assessments of children's learning and development. These are used as a basis for showing children's progress. Staff know and understand the children well, so they are able to plan and organise stimulating activities and learning experiences that meet their individual needs. The quality of teaching is good. As a consequence, all children in the nursery are making expected or good progress in their learning and development. The play environment is organised well so that children move freely to all learning areas and are supported effectively by staff. Staff encourage parents to be involved in their children's learning. For example, they complete daily diaries and make effective use of daily discussions with parents to talk about children's progress. They also provide a wide range of information on how learning can be supported at home and ask parents to share their own observations of their children's achievements. However, there is room for staff to gain further valuable information about children's

starting points from parents so they can use this to plan for their ongoing development from the start.

The 'progress check at age two' is completed to a high standard and is used to help parents understand their children's progress, and identify any areas where additional support may be required. Children with special educational needs and/or disabilities are supported effectively. Staff identify any specific needs and work closely with parents and external agencies. As a result, these children are making expected progress in their learning and development. Young babies form strong attachments with key staff that know and understand them well. Staff are sensitive when children arrive unsettled and gently ease them into the learning environment. Staff in the baby room provide tender consistent care, responding quickly to children's needs. Staff give good eye contact and offer close physical contact. Staff use lively voices when interacting with babies making time fun and interesting as they play with a good range of sensory resources.

Staff encourage children's enjoyment and interest in books and they are learning useful skills before moving on to school. Children enjoy listening to stories and re-enact the story about a gruffalo in their play outdoors. They also browse through books of their own accord. Children enjoy early writing experiences, as they draw, chalk and make marks and shapes in the outdoor play area. Older children confidently talk about the marks they make, such as 'this is my dad and he has arms'.

Children learn early mathematics as staff use every opportunity to incorporate mathematical language in all aspects of play. Children are asked to count, add or subtract in all areas. For example, children are encouraged to count how many more forks they will need so all children have one at lunchtime. Mathematics is seen as fun in the nursery. Children learn about living things as they help to plant potatoes and tomatoes, and enjoy eating them when they have grown. Older children's imagination is well-fostered. For example, a 'mud kitchen' has been developed in the outdoor area and children have opportunities to mix a range of resources to 'make cakes' which they bake in the oven. This encourages children to explore what happens when they mix different ingredients together and children show great concentration and are observed to be fully involved in their learning.

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

The well-established key person system means that young babies settle and make good attachments with staff early on. This promotes their well-being and independence and helps them feel safe and secure within the nursery. Good procedures are in place and transition records are passed, for example, from the baby room to toddler room, when children move rooms to help them settle quickly. Staff are good role models. They speak to each other respectfully always using words, such as 'please' and 'thank you'. This leads to children behaving well and using such manners themselves, which are useful characteristics for their future lives. Children behave well. They understand boundaries of behaviour. They share and take turns when using resources, particularly when using the large climbing apparatus and bikes in the outdoor play area.

Staff are deployed well across the nursery. They are vigilant to children's movements and ensure that children are safe at all times. Children learn about safety and take managed risks, when climbing up on the climbing frame, or when moving around the nursery. Children are provided with healthy nutritious meals and snacks. The setting also provide children with starters two days a week instead of a pudding. This provides children with a wider range of healthy food options. Children enjoy eating sausage, mash and peas and talk to staff and peers about food giving you energy and how eating all your food will help you to grow big and strong. Children's further independence is well-fostered as they serve themselves with lunch and ask staff for second helpings. Children exercise in the fresh air every day and enjoy playing physical activities, such as, climbing, riding bikes and crawling through the tunnel. Children help themselves to or are given drinking water throughout the day so they remain hydrated. Good health and hygiene procedures mean that children are cared for in a safe and clean environment. Careful attention is given to hygiene procedures during nappy changes. Staff wear aprons and gloves and parents are asked to bring additional clothes should an accident occur.

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

Leadership and management are good. Strong support from the management helps staff progress in their professional development. The manager monitors staff performance effectively through direct daily observations of practice and ongoing supervisions and appraisals. Staff know and understand their roles and responsibilities; they observe and assess children's development and plan for their next steps and progress. Staff are extremely keen to develop the service they provide. Recommendations from the last inspection have been fully implemented and staff have worked effortlessly to develop the educational programmes and resources available to all children. The formal system of self-evaluation is used to fully monitor all areas of the provision. The management work with the local authority advisors, parents and children to clearly identify targets for improvement and demonstrate a strong commitment to making continuous improvements to the nursery.

Commitment to keeping children safe is a real strength of the nursery. All staff know and understand safeguarding procedures well. They undertake regular training to update their knowledge and understanding. This training helps them follow correct procedures and keep children safe. Staff keep thorough records of any accidents that occur and always obtain parental signatures to acknowledge the treatment that has been given. These records are regularly evaluated to highlight any particular areas of risk. Detailed risk assessments help staff identify any potential safety issues and remove any hazards to children immediately.

Effective links with external agencies and good partnership with parents help children progress well. Parents can view their children's records when they want, as files are easily accessible. Staff speak to parents daily and regular progress reports are shared with parents, ensuring parents are fully informed of their child's progress. Relationships with some schools are very good and children can visit with staff to become familiar with the premises. Staff have also introduced local school uniforms into the role-play areas for the

older children. However, although staff have made many attempts to engage and work with all schools and nurseries, some are not responding to their requests. This does not ensure continuity or support a smooth transition for all children.

## 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

<b>Unique reference number</b>	305924
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	876766
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Nunthorpe Nurseries Group Ltd
<b>Date of previous inspection</b>	06/10/2008
<b>Telephone number</b>	01642 566993

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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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