

Emerald Nursery

Sure Start Centre, Clifford Road, Stanley, County Durham, DH9 0AB

Inspection date	01/08/2013
Previous inspection date	04/02/2013

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

- All staff have a good understanding of how young children learn. Through their successful teaching methods, children enjoy interesting and challenging experiences, which extends their learning effectively.
- The nursery promptly identifies children with additional needs and works in close partnership with professionals, to ensure that children receive the help they need to make the best possible progress.
- Children are well cared for and this helps them make very good progress in a safe and happy environment. High priority is given to developing children's independence. As a result, children grow into confident learners and are very well prepared for the next stage of their learning.
- 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.

It is not yet outstanding because

- All staff are not yet confident in extending older children's literacy skills, when supporting their learning of sounds and letters.
- Staff do not always ensure that resources within the role play area are exciting and stimulating so that children are able to extend their experiences and expand their imagination.

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 observed activities throughout the nursery in both the indoor and outdoor spaces.
- The inspector spoke with the nursery owner, the manager, staff and children, at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records, risk assessments and a selection of policies and procedures.
- The inspector took into account the views of parents, through discussion and from written questionnaires sent out by the nursery.
- The inspector conducted a joint observation with the manager.

Inspector

Janet Fairhurst

Full Report

Information about the setting

Emerald Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is one of three daycare facilities run by a husband and wife partnership. It operates from within a purpose built children's centre in Stanley, County Durham. The nursery serves the local area and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these all hold appropriate early years qualifications at level 3 and above, and two hold Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm.

There are currently 77 children on roll, of those, all 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 needs and/or disabilities and 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:

- extend all staff's knowledge of the use of phonics, to ensure they support older children appropriately when engaged in activities that promotes early reading skills
- enhance the role play area by ensuring that children have access to resources that are linked to the current theme, and which stimulate their interest and imagination.

Inspection judgements

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

Children come into the nursery happy and are quick to settle, so that they start to play and learn straight away. This means all children make good progress in their learning. A significant factor in the progress made by the children is that they are encouraged to become independent and make choices. Typically, there is a well-judged balance between adult-led activities and activities chosen by the children. The atmosphere within the nursery is one of excitement, fun and enjoyment. Staff have a very clear understanding of individual needs and ways of working, and use this very sensitively to provide children with challenging tasks. Children delight in their learning. They stay absorbed in activities for a good length of time and readily share what they are doing with staff and their

friends; as a result, children develop good skills for the future. Observations and the assessment of children's development, helps staff to monitor their learning in depth. Through this, staff skilfully identify children's interests and use this knowledge to plan activities to suit children's individual needs. Staff observations of learning inform 'learning journey' books. This combined with the input from parents ensures that children's learning priorities are well planned and assessments of children are strong. The nursery provides very well for children with special educational needs and those who are acquiring English as an additional language. This is achieved through the very good support provided by the special educational needs coordinator and the experienced staff. Children's achievements are shared effectively with parents through their individual learning journeys. This helps to make children's learning visible to them. This combined with parent's opportunity to share their home observations, means parents are active partners in their children's learning.

The good interactions between staff and children, promotes their language development well. Staff encourage children to talk about their ideas. They also make good use of questioning to check children's understanding, and to encourage them to take an active part in their learning. Older children's skills in early reading and writing are good, and children are given support, through adult initiated activities. They access a range of writing materials, which are freely accessible. For example, children use chalk, water, mud, sand and paint, and are thoroughly absorbed in their play, as they make their creations. The teaching of phonics is evident, as some older children demonstrate good skills in sounding out familiar letters. However, not all staff are confident in extending older children's literacy skills during the phonics activity. This means that children's literacy skills are not always promoted as effectively as possible. The outdoor environment is used as a valuable resource to promote learning, especially children's social skills. For example, two older children help one another to fill the buckets in the mud kitchen, by taking turns and sharing the spade. They confidently talk about the 'chocolate cakes' they are making. Staff successfully build on children's interests by providing first-hand experiences, which results in children who are active learners, and are creative and think critically. For example, a group of children are offered the opportunity to wash a real car. This creates great excitement, and staff use this to help children consider what they need to wash the car, and if the hose pipe is long enough to reach the car. This positively promotes children's critical thinking skills.

Children express their creativity well through their paintings and music making. However, staff do not always ensure that the role play area is well resourced with items that would stimulate and ignite children's interest. For example, the pretend supermarket has no items available that children would see in the real world. This reduces the many learning opportunities and the scope they have to re-enact familiar events from home. Children are enthusiastic about working and playing together. They use their own ideas to initiate activities and recruit others to help them. For example in the large water tray, a small group gathered quickly around a child who decided to build a structure to move the water from one place to another. The group adapted the original plan very successfully to achieve their goal and were delighted with the result. Children's mathematical understanding is explored and developed well as they are presented with real-life problems to do with mathematics. All children are eager to count, while older children recognise some numbers and do simple mathematical calculations such as, 'we have five sand castles, how many more do we need to make ten?' The exciting outside area gives

the children many opportunities to explore their world, for example, looking for mini-beasts and growing seeds and plants and making mud pies. The space allows very good physical development as children ride wheeled vehicles and climb, balance and run on the variety of equipment. Children are encouraged to explore and investigate, talk about what they see, notice the changing seasons and experience the weather. This helps children feel part of the community and promotes their understanding of the wider world.

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

Children are happy and settled because transitions into the nursery are managed well. The children's settling in arrangements are tailored to suit their needs and enable staff, parents and children to get to know each other well. The key person system is effective in developing close relationships with the children and their parents and carers. It also ensures that each child's individual needs are well supported. Staff value and make full use of information from parents and successfully use this to shape the direction of each child's learning. The staff place high priority on encouraging children's independence and individual responsibility. They make resources accessible to children so they are able to make decisions about appropriate equipment to use, or what area of the nursery indoors or out that they want to experience.

The sharing of information amongst the staff team and other settings that the children attend, results in good transitions within the nursery and when they go to school. Before children move to their new room they enjoy settling in periods supported by their key person. This enables them to become familiar with their new surroundings. All learning and development documents move with the child to help staff in the nursery become familiar with their stage of development and specific likes and routines. Parents are fully involved so they are able to further support their child through this transition process. Children's social skills develop very well so that they work effectively with others and cooperate well with adults. They behave well because staff act as good role models, to follow and use a range of positive strategies to manage their behaviour. Children's good behaviour, effort and achievement is promptly acknowledged and rewarded, and this positively raises children self-esteem.

Children's welfare is enhanced because a variety of steps are taken by the nursery to promote children's good health and well-being. Hygiene routines are thorough and routinely reinforced through discussion and everyday practice. Most staff have attended food safety training and meals and snacks provided by the nursery are healthy and nutritious. Outdoor areas are used by all children on a daily basis and their physical skills are developing well. They enjoy plenty of fresh air and lots of opportunities to run around and expend energy. Children learn to keep themselves safe in a range of situations. This was demonstrated in the way children moved safely around the nursery, inside and outside, with care. Children going out of the nursery building to wash a car were helped to understand what they needed to do to make sure they were safe. This helps children to understand the potential dangers and promotes their awareness of how to keep themselves safe.

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

The manager has a good understanding of the safeguarding and welfare requirements which ensure children are effectively safeguarded. Staff demonstrate a good knowledge of child protection procedures and are clear with regards to their individual and collective roles and responsibilities. Risk assessments and daily safety checks help staff to effectively identify and minimise potential safety issues, and security of the premises is good. A collection of clearly written policies and procedures helps to inform staff and parents, and reinforce good practice. Robust recruitment and vetting procedures ensures that all adults working with children are suitable to do so. All required documentation and records are in place and made readily available for the inspection. Staff work very well as a team and they share a good understanding of how very young children learn. This results in them planning and presenting children with a range of exciting and interesting activities based on their good knowledge of the early learning goals. The deployment of staff is good with a good ratio of adults to children, which means that children are well supervised and the support they need is provided exceptionally well.

This inspection was brought forward following the nursery owner notifying Ofsted of a serious accident to a child. Ofsted previously carried out an unannounced visit to the nursery and found that aspects of the safeguarding and welfare requirements were not met and set actions to rectify this. Following the visit, Ofsted issued a warning letter as the nursery had failed to inform them of a new manager. This inspection found that prompt action has been taken regarding the vetting of the new manager, and in addressing the actions which were imposed prior to this inspection. Consequently, children's safety and welfare are assured.

On-going staff appraisals, staff meetings and monitoring means staff are given good support, direction and coaching to build on their already good practice. For example, staff meetings are used very well to keep staff up-to-date about changes and work on areas for further improvement. Consequently, the team have shared goals for achievement. The manager has a good knowledge of the learning and development requirements for the Early Years Foundation Stage and is often involved in the care of the children. She makes regular observations of all staff and monitors the educational programmes to identify what needs to be further enhanced. Partnerships with parents are strong. A daily information sheet provides parents with a wealth of information regarding their children personal care routines, and what their children have been learning in the nursery. Parents describe the staff as 'happy and hardworking' and value the way that they integrate them into the learning process. This is achieved through written information, the sharing of children's targets and with formal and informal discussions. Staff work very well with other agencies and professionals and partnerships are well established with health visitors, local schools, the local children's centre and speech and language therapists. This close and efficient partnership working ensures children's needs are promptly met.

The nursery has regular team supervision sessions and this positively influences the nursery action plans and self-evaluation. The action plans clearly highlight the nursery's goals and identifies what they need to achieve this. Parents are encouraged to contribute

to the evaluation process through regular discussions and questionnaires. The staff are clearly committed to improving their service as they have successfully implemented the recommendations raised at the last inspection. For example, they now provide parents with 'home story sheets'. This has been highly successful and parents are delighted that they can now share their home observations with staff and understand how this helps to shape planning for their children.

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	EY288945
Local authority	Durham
Inspection number	927825
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	77
Name of provider	Emerald Childcare Partnership
Date of previous inspection	04/02/2013
Telephone number	01207 280022

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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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