

Danesmoor House Day Nursery

Danesmoor House, Carmel Road North, DARLINGTON, County Durham, DL3 8RH

Inspection date

12/08/2013

Previous inspection date

21/01/2013

The quality and standards of the early years provision

This inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The staff team have a secure understanding of the learning and development requirements, which they use to plan a wide range of activities and experiences for each child.
- Children make good progress in their learning. Staff have good awareness of individual needs and precise assessment and planning is in place for all children.
- An effective key person system supports children's emotional development well.

It is not yet good because

- Risk assessments are not always fully effective in identifying and minimising all potential hazards children may come into contact with. As a result, children's safety is not always well supported.
- Opportunities for the youngest children to develop their early reading skills are not fully developed. This is because the indoor environment is not yet rich in print throughout the nursery, where children can learn more about the use and meaning of words.
- Partnerships with parents do not include sharing important information about children's learning and development so that this can be used to further enhance children's progress 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.

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 carried out a tour of the premises.
- The inspector observed play and learning activities in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Nicola Jones

Full Report

Information about the setting

Danesmoor House Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large detached property in Darlington, County Durham and is owned by a company. The nursery serves the local area and is accessible to all children. It operates from eight playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 10 hold appropriate early years qualifications at level 3. Six members of staff hold higher qualifications, one with a degree, two with Early Years Professional Status and three with Qualified Teacher Status. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 135 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve risk assessment procedures to ensure they are fully effective and identify and minimise all potential hazards which may arise for children, with particular reference to the step in the outdoor environment.

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

- develop further opportunities for the youngest children to develop their early reading skills by creating an environment rich in print where they can learn about words, for example, using names, signs and posters
- enhance partnerships with parents further by encouraging them to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move children forward in their learning.

Inspection judgements

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

Staff have good knowledge of the Statutory framework for the Early Years Foundation Stage. This is used effectively to support children in all aspects of their learning and development. They provide a wide variety of toys, equipment and resources, in the indoor and outdoor areas, and children are encouraged to make independent choices from the selection available. As a result, children follow their own interests and become deeply involved in their activities and follow their ideas through. For example, older children transport water using bowls and watch intently as it travels down lengths of guttering. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. All staff respond well to children's emerging needs and interests and guide their development through positive interaction. As a result, children thoroughly enjoy the time they spend at the nursery and are excited and motivated to learn.

The quality of teaching is consistently good. Staff make effective use of routines, such as nappy changing and feeding times to promote very young children's early communication skills. They listen carefully to the sounds children make, respond appropriately and wait for the child to react. Staff use lively voices, with ups and downs to help babies and young children tune in and copy their early words. For example, staff repeat words, such as 'snip snip' when children cut play dough with plastic scissors. Older children thoroughly enjoy interacting in the outdoor environment. They use open-ended equipment, such as lengths of hose pipe, to create their own play and develop effective communication and negotiation skills when they pretend to hide from each other. As a result, children make good progress during the time they spend at nursery, and are well prepared for the next stage in their learning. Children's early reading skills are promoted generally well in the nursery. Staff encourage and support children's responses to picture books and stories as they read to them. Very young children select age-appropriate cloth books from baskets and carry them around the room as they actively explore their environment. However, opportunities to further enhance very young children's early reading skills are not fully developed. This is because the indoor environment is not yet rich in print where children can learn about words, for example, by displaying names, signs and posters on the walls of their nursery rooms. Older children are exposed to environmental print and effectively develop reading skills. Drawers and boxes of resources are clearly labelled and nursery rhymes are displayed in large print. Older children develop key skills ready for school when they sit in large groups and listen to stories read aloud to them, demonstrating their understanding by answering questions about the text.

Staff have high expectations of all children as they complete a range of good quality assessments. They demonstrate strong knowledge of all children's individual strengths and weaknesses and this is tracked over time to demonstrate progress. Individual learning journal files and summaries of learning are completed for all children. Parents have access to this information, which keeps them informed of their child's progress. However, staff do not yet promote an ongoing dialogue with parents to enable them to share knowledge about their child's learning at home. This information would enable staff to effectively

build this into their daily planning and ensure a full picture of children's learning and development is achieved. Children with special educational needs and/or disabilities are well supported in the nursery. This is because staff work very well with other professionals working directly with the child. This shared knowledge and understanding is used to plan together and think through ideas of how to move the child forward. Staff make good use of advice from external agencies, such as speech and language therapy services and use this effectively to address individual needs. As a result, children with additional needs are progressing well towards the early learning goals, given their starting points. Staff work well with parents when children have English as an additional language, to gain key words from home to incorporate into play. This supports the development of their home language which in turn supports their acquisition of English.

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

Staff have a generally good understanding of children's safety. However, due to a weakness in leadership and management, children's play space in the outdoor environment is not as safe as it could be. Overall, children demonstrate they feel safe in the nursery. They show good knowledge of boundaries when playing outside and demonstrate an awareness of safety when they use equipment, such as scissors and other tools. Staff are vigilant and children are protected further when they move from room to room within the nursery. Two staff are always present and a head count is carried out. Children behave well in the nursery. This is because agreed procedures are in place outlining how to respond to changes in children's behaviour. This is shared with parents, to maintain a joint approach. Staff talk to children using appropriate tone of voice and manner. They use effective techniques to gain children's attention in a large group. For example, when staff clap their hands, all children join in and form a circle on the carpet area, ready to start a group activity.

Staff endeavour to find the best ways to offer care, nurture and learning that match the needs and interests of individual children. Good quality information is gained from parents when children first begin attending, such as sleep patterns, routines and individual preferences. This ensures continuity is maintained and children's physical and emotional needs are well supported. Children make visits with their parents before staying on their own. They are introduced to their key person and supported to settle in to their new environment. Children are equally well supported when they move rooms within the nursery and when they leave to go to school. Key information is shared between staff and children make visits with their key person. Good links are made with local schools. Nursery staff accommodate the individual needs of children and their parents and make transition visits, if required, when parents are unable to attend with their children.

Relationships are strong within the nursery. Children form good attachments with their key person and show they are happy when they smile and babble when having their nappy changed. Older children enjoy sharing their achievements with staff and their peers, supporting their confidence and self-esteem. Staff encourage all children to develop independent skills. Meal and snack times are well managed and provide opportunities for children to feed themselves using knives and forks and develop skills, such as spreading butter or jam on their crumpet. Food is prepared on site each day and children enjoy a

wide range of meals, including fresh fruit and vegetables. Independence is further promoted throughout the day. This is because all toys and resources are suitably stored and clearly visible in open baskets and containers. Children are able to make independent choices and find and return the equipment they need. Children use bathroom facilities and wash their own hands after activities, such as playing with 'gloop', and before eating. This develops their awareness of good hygiene and promotes their physical well-being. Daily opportunities are provided for children to be physically active. They enjoy playing outdoors and take part in weekly sessions with a football coach to develop ball skills.

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

The manager and her staff team carry out ongoing risk assessments in the indoor and outdoor areas of the nursery. However, on the day of inspection, the step in the garden area was found to be loose. This was brought to the attention of staff who immediately took swift, effective action and cordoned off the area, to minimise risk to children. The registered provider was notified and children were made aware of the potential hazard. Managers and staff described how this step had been previously fixed earlier in the year, however, during routine checks of the area this had not been identified as an ongoing area of concern. As a result, on this occasion, ongoing risk assessments were not as effective as they could be and did not minimise further hazards for children. Although this is a breach of requirements as well as for the Childcare Register, the manager and staff team managed this effectively and efficiently as soon as they became aware of the issue. They demonstrate a good attitude towards children's safety. Other risk assessments are effective and ensure all areas children come into contact with are safe. For example, blind cords are securely tied in window areas and kept out of children's reach.

Staff understand their responsibility in safeguarding children. Effective measures are in place to protect children in the indoor environment. For example, all doors are securely locked at all times and children's privacy is respected when they are having their nappy changed. Staff recognise the signs and symptoms of abuse and know who to contact if they have concerns about a child. Children are protected further as robust recruitment is in place, all staff have disclosure and barring service checks carried out and are suitable to work with children. Staff are deployed effectively at all times, to meet the needs of children. For example, two staff are always present when children are moved from one room to another and ensure a head count is carried out. As a result, supervision of children is good and ratios are maintained at all times.

Managers and staff work generally well with parents. A range of opportunities are provided to invite parents into the nursery and share experiences with their children. For example, by taking part in the 'Kiddy Cooks' programme, parents and children benefit from cooking together in the kitchen. The manager and registered providers implement effective procedures for managing written complaints from parents. This information is accurately recorded and parents receive the outcome within the specified timescale detailed in the complaints policy.

Self-evaluation takes into account the views of staff, children and their parents. Views are

sought through meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or complete questionnaires. The manager and registered providers have a strong drive to improve the nursery and have a clear and successful improvement plan that supports children's achievement over time. For example, there are plans to further enhance the programme for understanding the world by providing additional information, communication and technology equipment. This aims to give children more opportunities to complete simple programmes on computers.

The manager and registered provider carry out robust monitoring of educational programmes to ensure they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interests of children. Monitoring of children's progress is well embedded within practice. As a result, interventions are sought where needed to ensure that gaps are narrowing for individual children identified as being in need of support. Partnerships with external agencies and support services are good, especially when children have special educational needs and/or disabilities. Information is regularly shared between staff and action plans are established. This ensures all those working with the child maintain a joint approach and a clear picture of a child's development is achieved. Effective supervision, appraisal, induction and mentoring systems are in place for all staff and training needs are accurately identified through this process. As a result, staff receive support, coaching and training which promotes the interests of children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks, with particular reference to the step in the outdoor environment (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks, with particular reference to the step in the outdoor environment (voluntary part of the Childcare Register).

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	EY442381
Local authority	Darlington
Inspection number	932114
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	135
Name of provider	Danesmoor House Day Nursery Ltd
Date of previous inspection	21/01/2013
Telephone number	01325 355010

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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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