

The Norton Nursery

Berkshire Road, STOCKTON-ON-TEES, Cleveland, TS20 2RD

Inspection date	29/11/2013
Previous inspection date	26/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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 requires improvement

- The arrangements for keeping children safe are effective because the staff have a good understanding of safeguarding and the premises are secure.
- Children's behaviour is good and they play happily together. They settle well and follow a familiar routine. This helps children to form secure attachments with staff and develop a sense of belonging.
- Children are provided with opportunities to investigate and explore as they access their well resourced outdoor environment. As a result, children develop their all-round physical skills and adopt healthy lifestyles.

It is not yet good because

- The monitoring of staff is not rigorous enough to ensure the quality of observation, assessment and teaching are at a consistently high level. Areas where staff require additional support or training are not always swiftly identified and addressed.
- Parents are not fully engaged in their child's learning. As a result, children make satisfactory rather than good progress.
- Opportunities for making marks are not maximised in all areas of the setting to ensure the consistent progress of early writing skills.
- Some staff do not consistently plan for individual children's next steps in learning and development to ensure children make as much progress as they can.

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 indoor and outdoor spaces.
- The inspector spoke with the registered person, 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 and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion. The inspector conducted a joint observation with the manager.

Inspector

Julie Campbell

Full report

Information about the setting

The Norton Nursery has been registered since October 2003. It is privately owned. It operates in a single-storey building within the grounds of the former Norton Secondary School in Stockton-on-Tees. The nursery serves the local and surrounding areas. The nursery has the use of one large room and there is an enclosed outdoor play area.

The nursery is open Monday to Friday, from 7.30am to 6.30pm, all year round excluding bank holidays. The setting supports children with special educational needs and/or disabilities and also those who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six permanent members of staff working within the setting, all of whom hold appropriate early years childcare qualifications; one holds a level 4 qualification; three hold a level 3 qualification; one holds a level 2 qualification and one is unqualified. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that all staff use regular observations and assessment of children's achievements to consistently plan for individual children's next steps in learning and development.

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

- develop an effective process for monitoring and evaluating the quality of observation, assessment and teaching, so practice is consistent in helping children make good progress towards the early learning goals
- increase the opportunities for parents to contribute information about what children can do at home and use this shared knowledge to plan together and think through ideas of how to move their child forward in their learning
- improve the educational programme for literacy to further support pre-school children in developing their writing skills, for example, by providing a range of opportunities to write for different purposes about things that interest them.

Inspection judgements

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

Staff have a generally good knowledge and understanding of the Early Years Foundation Stage. They use this information reasonably well to support children in most aspects of their learning and development. Children have opportunities to choose from a selection of resources and equipment. They take part in a range of adult-initiated activities and enjoy leading their own play. For example, children enjoyed making buses and boats out of large cardboard boxes that they found. They used equipment, such as scissors, tape and pencils, and looked to staff to support them when using these. Staff praised and encouraged the children, demonstrating how to cut the tape and acknowledging the children's efforts when they attempted to cut the tape on their own. Staff encourage children to try new activities. They support the children well during an adult-led activity, demonstrating the different effects when using a variety of tubes and funnels. This supports the children to problem solve and encourages them to get better at things through practise.

Staff mainly understand how to promote children's learning and development. However, the quality of teaching is variable, especially when supporting children to develop their mark-making skills. While there is a writing table available, children are not encouraged to make marks for a purpose when playing or making up imaginary games so that they fully develop their early writing skills. In addition, some staff focus on planning general activities rather than planning for individual children's interests and next steps in learning. This means some staff occasionally take too little account of what children already know and what they need to learn next and, therefore, not all children are helped to make as rapid progress as possible towards the early learning goals.

Parents are generally well informed about what their children are doing at nursery. A key person system is in place, with key staff talking to parents as they drop off and collect their children. A large registration pack informs parents of what to expect from the nursery, gives details of policies and procedures and is used to collect information about the child's likes and dislikes. Staff complete a range of assessments, including the progress check for children aged two, and this information is tracked over time to show the progress children are making. However, this is not always sufficiently shared with parents. Occasionally some parents will access their child's files, but this is not embedded practice in the nursery. As a result, most parents are not kept up to date with their child's progress, and they are not encouraged to share what they know about their child's learning at home. Consequently, children do not fully benefit from a shared approach to supporting their progress.

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

Children form generally good relationships with caring staff who meet their emotional needs well. Children attend the nursery for visits prior to their start date, and staff use this opportunity to gather information regarding the child's likes and dislikes, medication needs

and contact details. Parents and their child's key person have regular contact and parents spoken to during the inspection are very pleased with the care that their child receives. One parent commented that staff 'look after my child very well.'

Children separate from their parents with ease and are welcomed into the friendly environment where they are happy and enjoy taking part in activities. Staff are positive role models; they model resources, interact with children and play at their level. Secure attachments are evident and children are happy and settled. Behaviour is managed in a positive way and, as a result, children are well behaved and learn good social skills. For example, children are encouraged to say 'please' and 'thank you' at snack and mealtimes.

Staff promote children's understanding of healthy lifestyles by making sure children benefit from regular fresh air and exercise in a well resourced outdoor area. They learn good hygiene habits through regular routines and reminders, for example, about washing their hands and disposing of tissues in the bin. Some staff promote children's independence by enabling them to pour their own drinks and spread their own toast. However, the quality of interactions with children are not consistent and staff's expectations vary considerably and are sometimes not high enough. For example, some children are not given the option to pour their own drinks and at lunchtime children often have their meals served to them with little interaction from staff. As a result, staff overlook opportunities to reinforce independence skills and to talk to children about choices, portion control and healthy eating.

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

The manager fully understands her responsibility in meeting the safeguarding and welfare requirements. As the designated lead for safeguarding, the manager has a good understanding of her role and all staff are well versed in what to do should they have concerns about a child. There are clear and well understood policies and procedures in place, for example, regular risk assessments are carried out to ensure the environment is safe and secure for children. Robust recruitment and vetting procedures are in place, which ensures children are cared for by suitable adults. Induction for staff includes safeguarding and first aid training. A high staffing level ensures staff are deployed effectively. As a result, the children are well supervised and ratios are consistently met.

The manager has a clear understanding of her role in monitoring the delivery of educational programmes. Peer observations are used to assess the quality of teaching and learning and some reviews of children's assessments are carried out. However, these management systems are not robust enough to ensure that consistently high levels of practice are maintained. For example, there are gaps in the delivery of the educational programme for supporting children's early writing skills, the regularity and effectiveness of planning for children as individuals is not well established and there are some weaknesses in the partnership with parents. As a result, monitoring of practice is not fully successful in making sure all children's individual learning needs are met to a consistently high

standard. The registered person carries out regular supervisions with staff, however, weak aspects of learning and teaching are not always discussed and supervisions do not specifically focus on improving teaching. The registered person has completed a self-evaluation document, which provides useful information about strengths and identifies some areas for improvement; however, the lack of robust monitoring of practice results in this being not as effective as it could be.

The nursery works in good partnerships with the local authority and the local primary schools. Parents are supportive of the nursery and comment that they feel very welcome. Staff are using a variety of tools to encourage and develop further relationships with the other schools in the area. Newly developed transition forms are in place to ensure vital information is shared about the child and their learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY173165
Local authority	Stockton on Tees
Inspection number	877342
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	70
Name of provider	Judith Crowe-Harland
Date of previous inspection	26/01/2010
Telephone number	01642 554646

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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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