

# West Cornforth Two Year Old Nursery

West Cornforth Primary School, High Street, FERRYHILL, DL17 9HP

## Inspection date

Previous inspection date

17/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Teaching is good and on occasions exceptionally good. Staff plan a range of interesting and exciting activities based on children's interests. Consequently children are motivated, keen to learn and make good progress in their development.
- Children are effectively safeguarded. This is because all staff have had suitable checks completed and have a very good understanding of their role and responsibility in keeping children safe from harm.
- Children's behaviour is good. This is because the staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the nursery.
- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.

### It is not yet outstanding because

- There is scope to further enhance opportunities for all parents to share information about their children's learning and development at home, so that the nursery can use this information to maximise children's learning.
- Opportunities to support children in making independent choices about what they play with are not fully extended.

## 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 observed activities in the nursery room, the foundation stage unit and outdoors.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector held a meeting with the nominated person.
- The inspector looked at children's learning journeys, planning documentation, evidence of suitability for staff and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers through discussion at the inspection.

## Inspector

Karen Tervit

## Full report

### Information about the setting

West Cornforth Two Year Old Nursery was registered in 2013 on the Early Years Register. It is situated within West Cornforth Primary School in the West Cornforth area of Durham, and is managed by the school's governing body. The setting serves the local area and is accessible to all children. It operates from one main playroom, and there is a fully enclosed area available for outdoor play. Children also have access to the foundation stage unit. The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. Sessions are term time only from Monday to Friday from 9am to 12noon and 12.30pm to 3.30pm. Children attend for a variety of sessions. There is currently one child attending who is in the early years age group. The Two Year Old Nursery and foundation stage unit together provide funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- review and extend the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning
- enhance the opportunities for children to make independent choices, for example, by displaying pictures as well as words on storage boxes that contain toys and resources.

## Inspection judgements

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

Staff have a very good understanding of the Early Years Foundation Stage and of how young children learn and develop. They plan a rich and stimulating play and learning environment. Consequently, children are enthusiastic and confident explorers. Staff show great enthusiasm and clearly enjoy spending time with the children. Staff work closely with parents and carers before children start to attend to establish children's starting points. Consequently, they can plan appropriately to continue children's learning. Staff record their observations of children's development and skills and use this information to plan activities to help children make progress. They use relevant early years guidance to assess all children's development so they can identify any areas of concern quickly. As a result, children are making good progress given their individual starting points. The required 'progress check at age two' is completed at an appropriate time. The nursery for two-year-olds is very much part of the whole school foundation stage unit. Younger children have easy access to the wider foundation stage unit, accessed by the three- and

four-year-olds. Consequently, younger children enjoy engaging with their older peers and benefit from many opportunities, such as small group time and outdoor play, to interact together. This promotes their communication and language skills and develops their self confidence. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as, moving onto nursery and school.

The quality of teaching is good and on occasions exceptionally good. For example, staff are highly skilled at using a range of effective teaching techniques as they talk, question and show children how to use and play with resources in different ways. Staff provide children with a wide range of books and children show their enjoyment as they access the books independently and for their own pleasure. They listen intently to stories read aloud by staff, who use lots of expressive language and props linked to the story. Alongside this children make their own props linked to their interest in the animals in their favourite stories. This successfully maintains children's interest in the story and positively promotes children's early literacy skills. Children receive good opportunities to make marks. For example, they paint indoors and outdoors using a variety of tools, such as, brushes and sponges as well as using different items in wet and dry sand. While playing in the sand staff skilfully introduce mathematical language as they compare the sizes of spoons and begin to count them. Children willingly help to sweep up the sand with staff offering lots of praise for their efforts. Staff support children's growing information technology skills well. As a result, children are becoming competent in using the mouse on the computer to complete simple matching games. Children have good opportunities to use their imagination. For example, they play in the large cardboard castle, with staff extending their learning to encourage them to think about who lives in the castles. They go on to explore different animals and decide with staff where they live too. Children develop good physical skills. They handle scissors and glue sticks with growing confidence. They have easy access to the exciting outdoor environment where they are supported in developing their climbing and balancing skills on the trim trail, construct using a wide range of real resources and explore the mud kitchen.

Parents and carers read about their children's progress and see photographs of their children engaged in activities, within their daily diaries, helping them to have a clear picture of their time at nursery. Alongside this they also engage in daily chats with staff updating them about activities children have particularly enjoyed. However, there is scope to further enhance parents' involvement in their children's learning. For example, by obtaining more precise information from parents about children's interests and activities they have enjoyed at home to inform planning and fully maximise children's good progress.

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

Children and their families are warmly welcomed into this bright, spacious and friendly nursery. Children eagerly come into the nursery and separate from their parents and carers with ease. Initially, they make visits with their parents, based on their individual needs, building up to staying for the whole session on their own. Parents are welcome to stay as long they feel necessary. Staff use these visits to gain lots of valuable information about children's individual needs and preferences. Consequently, children settle quickly,

ensuring continuity in their care. An effective key person system is in place which helps children to form secure attachments with the staff who care for them. They carefully plan for children's individual learning, spending time during the day supporting them individually and in small groups. Staff support children exceptionally well as they move into the main nursery. Children have full use of the foundation stage unit during their time in nursery. This allows them to become familiar with their future teachers and the larger environment, while being gently supported by their familiar key person. This means children are exceptionally well-prepared for the changes so they make a confident start in their next stage of learning.

Staff show a good awareness of how to ensure children are safe in their care. They have a secure understanding of maintaining a safe environment for children to play in and complete daily risk assessments, both indoors and outdoors. Timely reminders from the staff help children to understand how to keep themselves safe. For example, they remind them to be careful as they access the steps to outdoors. Children are supported to use the range of resources, tools and equipment safely as staff guide them but enable them to take appropriate risk. For example, children learn that real tools can be dangerous if not handled correctly. The nursery is set up to enable children to freely explore and investigate their surroundings. Low-level units and easily accessible resources enable children to self-select activities and resources, promoting their independence and decision-making skills. However, not all the contents of baskets are visible or labelled to assist children in making even more informed independent choices.

Staff are very good role models. They treat children with kindness and respect and speak calmly to them. Effective teaching strategies help children learn how to manage their own behaviour and become tolerant of others, for example, by sharing and taking turns using the computer. Staff show a good understanding of how to manage children's behaviour and take account of children's differing stages of development to help extend their understanding further. This results in children being aware of boundaries and their behaviour being good. Staff provide children with lots of meaningful praise for their efforts and achievements. Children enjoy being outdoors and have daily opportunities to benefit from fresh air and exercise. The provision of wellington boots and all-in-one wet suits, mean children can access outdoors no matter what the weather is like. Children enjoy healthy fruit snacks, which they often help to prepare. Alongside this, they access real fruit and vegetables in their role play so they can explore the smell and texture of different healthy options, such as turnip, potatoes and brussel sprouts.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are clearly understood by the nominated person and her staff. They are vigilant regarding child safety and are proactive in minimising potential hazards, enabling children to explore safely and freely, within a high quality environment. For example, good adult to child ratios are maintained at all times and staff are very well-deployed, ensuring that children are well-supported in their play and learning both indoors and outdoors. Alongside this, very good arrangements are in place to protect children during the building work which is

taking place within the school grounds. Staff have a thorough understanding of the importance of safeguarding children and have completed recent training to ensure that they can protect children and know what to do if they have a concern. Robust recruitment and vetting procedures are in place to ensure that all staff working with children are suitable to do so. All staff have suitable paediatric first aid qualifications. Consequently, children are well-protected in the event of any minor accidents.

The nominated person is the headteacher of the school and a highly experienced, early years practitioner herself. She leads a well-qualified and experienced team exceptionally well. The nominated person and staff discuss training and development needs and their performance is assessed in-line with their job descriptions. For example, staff have recently accessed training specifically for caring two-year-olds. Consequently, their knowledge and skills are continually improving to promote the good education and development of all children. The nominated person has a very good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. Staff carefully monitor how areas of provision are used by children. This helps them to identify what is working well and any necessary amendments are made to practice to further meet children's needs. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. The nominated person constantly evaluates the quality of practice and provision provided. As a result, areas for improvement are consistently identified, taking into account the views of parents, staff and children. The nominated person and her staff team are fully committed to maintaining and improving the nursery so that it offers the best experience for children possible.

The nursery is very much part of the school's foundation stage unit. Links are strong with staff being proactive in sharing details of children's needs and progress with their new teachers. Children access all areas of the foundation stage unit on a daily basis and regularly join with older children and their future teachers throughout the session. There are effective links in place with other agencies, so that staff are able to seek additional support for children if needed. Good relationships with parents are in place. Regular newsletters and daily chats keep parents well-informed and make sure they are involved in their child's care and education.

## 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

<b>Unique reference number</b>	EY466017
<b>Local authority</b>	Durham
<b>Inspection number</b>	928147
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	West Cornforth Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01740654315

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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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