

Bishop Auckland College Nursery

Bishop Auckland College, Woodhouse Lane, Bishop Auckland, County Durham, DL14 6JZ

Inspection date	05/02/2014
Previous inspection date	04/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are very independent, curious, exceptionally well motivated and eager to join in, showing an excellent disposition to learning.
- Teaching is based on an excellent knowledge and understanding of the areas of learning and practice consistently achieves very high standards for all children.
- Practice is inspirational and provides rich and varied experiences for children of all ages, which ensures they make rapid progress in their learning from their starting points.
- Highly skilled staff continuously undergo professional development, which has a substantial impact on outcomes for children.
- Staff promote all areas of children's learning exceedingly well, with a particularly strong focus on the programme for communication and language.
- The highly professional management team carefully monitors all aspects of the provision, resulting in high quality care and education, which meets the needs of all children extremely well.

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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with members of the management team and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the co-manager and took account of the views of parents in written form and of those spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

Bishop Auckland College Nursery was registered in 1995 on the Early Years Register. It is situated in the grounds of Bishop Auckland College in the Bishop Auckland area of County Durham. The group serves the local and wider community. It operates from three rooms and there are two enclosed areas available for outdoor play. The nursery employs 27 members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including two with a degree in early years.

The nursery opens Monday to Friday, all year. Sessions are from 8am to 5.30pm. Children attend for a variety of sessions. There are currently 144 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 further improve the quality of the early years provision the provider should:

- maximise the already excellent practice to empower and develop all staff, so that all teaching is consistently outstanding.

Inspection judgements

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

The exceptionally high quality educational programme enables all children to really enjoy learning. Staff fully engage with children, providing a very personalised approach. Carefully planned activities help guide staff and provide a wonderful range of experiences for children. Plans link to individual learning for each child and are flexible to take account of children's interests and spontaneous ideas. The highly skilled staff know each child extremely well. Accurate observations and assessments of children means that staff are able to continuously promote children's individual learning intentions and enable all of them to make excellent progress in relation to their starting points. The quality of teaching is mostly outstanding. Staff talk to children before they start planned activities. This enables them to clearly understand the purpose of activities and helps to extend their knowledge and vocabulary, introducing new concepts and words.

Children thoroughly enjoy exploring the nursery activities during the session. They investigate various sounds as babies explore using a large drum. Children excitedly join in at key points and staff skilfully involve them in all activities, extending listening to the rhyme and the vibration on the drum skin. Older children participate with enthusiasm when exploring sounds through playing instruments, singing and listening to music. They

join in, moving rhythmically to the sounds. Children are able to listen attentively, showing developing levels of concentration during activities. At group time, children listen attentively as they discuss the days of the week, the weather and look for their names for self-registration. Children have fabulous opportunities to express themselves through various means. They are encouraged to dress up and act out stories about their favourite super heroes. Children are able to use a range of games and skills on the computer, with the assistance of staff. This develops children's understanding of technology. All children are listened to and encouraged to speak. Staff use open-ended questioning to develop children's communication skills. Children are able to share news about special events in their life and staff provides them with opportunities to talk about their own beliefs and interests. This is a valuable strategy in supporting children with English as an additional language. Staff communicate with children using various methods. They take time to talk clearly to children ensuring eye contact is established and staff are highly skilled in using sign language. Children are well prepared for their transition to school. They have daily opportunities for practising their early writing skills as writing resources are made readily available.

Parents' knowledge of their own child is greatly valued. They are able to continually contribute to their child's learning and development. Initial information regarding children's starting points is gained from parents during initial settling-in visits. Ongoing discussions and developmental records are shared. Parents are encouraged to contribute information about their child's learning at home. This provides excellent continuity for children.

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

Children's emotional well-being is extremely well supported. They share very positive relationships with the highly skilled staff, who are caring and sensitive to each child's individual needs. Staff spend time talking to parents in detail about their children and provide a settling-in process to make sure every child feels especially secure. Staff are always nearby to offer support and encouragement, resulting in children being confident to try new things and fully participate in the exciting activities the nursery has to offer.

Children are at home in the nursery. They quickly learn the routines and enjoy taking responsibly for helping with tasks, such as tidying up. Staff use pictorial sheets with children to help them feel safe and become familiar with nursery life. These include being able to manage risk, such as learning how to use scissors safely. They are familiar with all areas of the nursery building and staff take time to get to know all the children attending. Children and parents are extremely well prepared for the transition to the next room. The key person shares detailed information regarding the child's needs and interests with the staff to enable them to settle quickly. Children are extremely well prepared for transition to school as they are able to visit the school and the nursery encourages the school staff to visit them.

Children are able to easily access and explore a wide range of high-quality and stimulating resources, which support their all-round development. These are exceptionally well presented. Staff put in a great deal of effort to make the environment exciting and

enticing for children. For example, children have a wonderful time making castles for the princess while babies enjoy water play with enthusiasm. The outdoor area provides opportunities for fresh air and exercise. Children enjoy going outside, as they access a wealth of outdoor learning activities. They particularly enjoy digging in the sand and making marks with a variety of tools using flour and foam.

Children are developing a deep understanding of how to keep healthy, fully understanding the importance of washing hands before eating. Staff sit with children while they eat meals, which are served to them in a wonderful family environment. They make excellent use of this time to talk about foods which are good for us. Staff have an excellent knowledge and understanding of how to manage children's behaviour. This calm, quiet consistent approach results in children behaving exceptionally well.

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

Leaders, managers and staff have an exceptional understanding of their responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. The clear and definitive policies and procedures in place support the smooth management of the nursery. Practitioners' skilful implementations ensure that all children are highly safeguarded and robust recruitment and vetting systems help ensure all people working with the children are suitable to do so. Comprehensive documentation underpins the practice and reinforces the high priority given to protection of children

Management and staff are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition, they constantly and effectively monitor and revise their techniques in relation to children's progress and seek timely interventions where needed. As a result, they ensure that gaps are narrowing for particular groups of children, including those with special educational needs and/or disabilities. The valuable staff supervision and appraisal systems encourage continued professional development. This underpins the unquestionable motivation of the enthusiastic and much-appreciated staff team. They benefit from high levels of training, work shadowing and mentoring. The rigorous and effective systems for self-evaluation inform the nursery's priorities and are used to set challenging targets for improvement. Staff take time to collect the views of parents and other professionals to enhance this process. This ongoing process of reflection is supported by focusing on new initiatives and adapting practice accordingly.

The pursuit of excellence is demonstrated by an uncompromising and successful drive to strongly improve the highest levels of achievement for all children, given their starting points. Staff develop close relationships with children's families and strong links with professionals from a range of different agencies and organisations. This ensures that children receive well-coordinated support, both during their time in the nursery and when moving onto school. Children with special educational needs and/or disabilities are fully involved as staff proactively seek advice and support. They welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment.

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	314055
Local authority	Durham
Inspection number	876939
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	67
Number of children on roll	144
Name of provider	Bishop Auckland College
Date of previous inspection	04/03/2009
Telephone number	01388 443123

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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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Piccadilly Gate
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M1 2WD

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