

Horden Youth & Community Centre Nursery

Horden Youth & Community Association, Eden Street, PETERLEE, SR8 4LH

Inspection date

12/02/2014

Previous inspection date

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 1

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 all children are making very good progress in relation to their starting points. This is because staff effectively plan a range of interesting and challenging activities relating to children's interests.
- Children settle very well and quickly make excellent relationships with staff and other children. This is because of the very high quality of staff interactions.
- Partnership working with schools is strong and transition processes carefully planned, which means children are very well prepared for the next stage in their learning.
- The manager and her team are very motivated and committed to continuous self-evaluation. This means children enjoy learning in a high quality environment that meets their needs.
- Arrangements for safeguarding are robust and consequently all children are kept safe.

It is not yet outstanding because

- Strategies to engage all parents are not yet fully embedded to ensure all parents can become fully involved with their children's learning at home.
- Developments to the already good outdoor area are still in their infancy which means this area currently offers fewer exciting opportunities to those offered indoors.

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 talked to the manager, staff, children, parents and other professionals.
- The inspector observed the quality of teaching and adult/child interactions indoors and outdoors.
- The inspector looked at planning, assessment and tracking systems.
- The inspector looked at a sample of children's developmental records.
- The inspector checked staff records including suitability checks, qualifications and training.

Inspector

Nicola Wardropper

Full report

Information about the setting

The Horden Youth & Community Centre nursery was re-registered in 2013 when it became a registered limited company, and is registered on the Early Years Register. It is situated in purpose-built premises in the in the Horden area of Peterlee, in County Durham. It is managed by a committee. The nursery serves the local area and is accessible to all children. It operates from Horden Youth and Community Centre and there is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and one at level 2. The nursery opens Monday to Friday term time only. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports 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:

- develop further the already good partnerships with parents by developing strategies to engage all parents so they become fully involved with their children's learning at home
- continue to further develop enhancements to the already good outdoor area to make it as stimulating and exciting as indoors.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and, as a result, children are well supported in their learning and development. Staff meet with parents before children start in the nursery to gain information from them about their children's care and learning needs, which they use as starting points for planning. This helps staff to effectively plan activities relevant to individual children's needs and interests. For example, staff add small world dinosaurs to the sand tray to encourage boys to engage in sensory and imaginative play. Children display the characteristics of effective learning and are curious and motivated to learn because staff have a solid understanding of how young children learn. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. Activities and resources have

depth and breadth and are challenging and interesting. All practitioners have high expectations of the children and are very committed and focused on supporting all children to achieve. Consequently, all children are happy and settled, enjoy learning and make very good progress given their starting points and capabilities.

Staff promote and model children's communication and language skills very well. Children sit and listen attentively to a popular story and enthusiastically join in with well-known phrases. This is because staff read with depth of expression and engage all children by using puppets as prompts. Younger children are supported by caring staff who help them join in with phrases and actions. This inclusive attitude ensures all children can take part and enjoy the activity according to their needs. Consequently, all children are happy and settled and motivated to learn further. For example, a group of children continue to read the book and act out the story with the puppets, thus embedding their learning. Children build confidence, and consequently positive relationships, as staff offer good opportunities for children to communicate with each other. For example, children engage in their own conversations, being imaginative and making up their own story using small world resources. Children show they are confident and self-assured as they happily sing songs to themselves as they play. Children learn about the world around them and significant events in theirs and others lives. For example, staff talk to children about countries, showing them where a country is on a map of the world in relation to where they live. They discuss travel arrangements and encourage children to think about how they will get there. Staff support children to learn about the natural world and the world around them. Children learn to care for living things as they help to feed and look after snails and stick insects. Outside they plant and water daffodil bulbs and watch them grow. Staff spontaneously take advantage of weather experiences to extend children's learning. They talk to children about what the snow and ice feels like, encouraging them to use descriptive language such as 'scrunchy' and 'cold'. Staff talk to children about appropriate clothing and use effective questioning to develop thinking, for example, asking 'what do you think would happen if we wore our slippers in the snow?' Children have free access to the outdoors at all times, which helps them to develop their large muscles and learn to control their bodies. However, the outdoor environment is slightly less stimulating than the indoor environment and there is scope to develop this even further. Despite this, children relish being outdoors and therefore their physical needs are being met well. The manager already has very clear actions for developing to this area and funding has recently been secured to make the enhancements. Staff promote mathematical concepts and language well. For example, children throw snowballs at the wall and see 'how high' they can throw them. Staff promote children's understanding of number and counting effectively through enjoyable activities, such as counting to 10 when playing with the parachute. They help children learn about shapes and support children's learning to help them problem solve. For example, staff patiently show children how to fit pieces into a shape sorter, allowing them sufficient time to 'have a go' and practise their new found skills. As a result, children are motivated and determined to succeed and are able to complete the tasks they have set for themselves. Children's awareness of technology is promoted well and children learn how to operate simple devices, such as cameras and mobile phones. Staff support children to use and control a computer mouse to 'click' on the appropriate picture in a matching game. Children gain an understanding of how things work through 'cause and effect' resources. For example, children learn that if they press the 'dog' in a battery operated game a counter will be dispensed. Children learn how to control and use one handed

tools, such as scissors, safely and with control. The craft table offers many different textured and coloured materials for children to explore and use their imaginations to create their own picture. Staff encourage children use of language to ask each other to pass resources they choose to use. As a result, children have very good language skills, are well mannered and have formed close relationships with their peers. A wide variety of different media for joining materials together, such as glue, sticky tape and string, encourage children's thinking and problem-solving skills. For example, a child decides to 'try sticky tape' after they work out that the glue stick does not effectively stick the fur to the paper. A good variety of pens, pencils and crayons strategically placed within the environment help children to mark make and develop early writing skills. Staff support older children to learn to write and recognise the letters in their name. This helps them to link sounds to letters. For example, a child recognises letters and sound these out as they write their own name. This helps children to gain the skills needed and be ready for the next stage in their learning and the eventual move on to school.

Children with special educational needs and/or disabilities are very well supported. Staff work sensitively and caringly with parents and keep them well informed of their children's progress. Regular meetings are held between nursery, other agencies and parents to ensure consistent strategies are in place to support children to make very good progress. The nursery has built very good relationships with parents. Parents are regularly kept up to date with their child's progress by receiving regular summary reports on their child's stage of development and the next steps in their learning. The progress check at age two is fully understood by staff who successfully report on how each child is progressing and share this with parents. Parents are involved in their child's learning by contributing to their children's learning records, which they have access to at all times. Regular parent's evenings also give parents the opportunity to discuss their children's development and progress with their child's key person. As a result, children feel settled at the nursery while sharing their experiences from home. However, there is scope to develop more effective strategies to fully engage all parents in their children's learning at home. Staff are committed to this and the manager has set this as a target in the nursery action plan.

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

Children settle easily and make strong friendships and relationships with other children and staff due to the high quality interactions of supportive and caring staff. As a result of a highly effective key person system, all staff have an excellent knowledge of all the children they care for. Staff show a genuine interest in the children and their families and, consequently, children's emotional well-being is extremely high. For example, staff show sincere interest in a child's dancing skills as they share their experiences with them. Staff listen intently, watch, ask questions and join in with their play., The child beams with pride and confidently shows the staff how to dance. Other children soon join in, showing interest in their friend's abilities and saying 'watch me I can do that!' Staff offer lots of praise and encouragement and give time to the children, showing they really care and are interested in learning about them. Another child talks about their interest in a favourite pop band. Children and staff talk about this together and discuss what songs the band

sings. One child runs to get a microphone and starts singing a favourite pop song and other children start to join in. This shows children are extremely self-assured and confident to express themselves freely. Although it is a hive of activity, the nursery is calm and behaviour is very good. This is because staff are excellent role models and continuously and consistently praise children's efforts and achievements. Staff use a number of highly effective methods to reward children, such as stickers, stamps and being chosen for monitor duties, that children appreciate and positively respond to. For example, a child shows pride when being rewarded with a sticker, by smiling and saying 'look I've got a star!'

Staff know how to promote a secure learning environment that is very well resourced. Children are highly engaged and motivated to learn due to the wide variety of exciting and challenging resources and activities that knowledgeable staff carefully plan. A wide variety of natural, open ended resources encourage exploration and investigation which invites thinking and discussion. For example, children talk about the cellophane 'feeling like seaweed in the blue glittery water'. Children confidently and happily explore the nursery because the environment is exciting and stimulating and reflects children's interests very well. For example, 'dinosaur' and 'under the sea' resources provide good evidence that staff listen to children's views and respond appropriately to create a learning environment that reflects all children's interests. Staff also create an inclusive environment to ensure all children can become involved in the activities planned. For example, a low-level step ensures all children can access water play easily. Children's artwork is thoughtfully exhibited at their eye level, so children take pride in seeing their creations displayed. For example, children's own creation of a 'cardboard box rocket' is displayed in the story corner and crabs children have created from paper bowls and straws adorn the canopy of the water tray. Low-level shelving set out with attractive, interesting resources capture children's attention and invite discussion. Children are kept safe as staff supervise at all times and accompany children to the bathroom. Ratios are met at all times. Robust risk assessments ensure children are kept safe and protected from potential harm whilst their care needs are being met. Children learn about keeping safe as staff show children how to use scissors in a safe way so they do not hurt themselves or others. Outside, they show children how to slide and move on the ice safely so that children learn how to manage risks for themselves. Staff attend to children's care and hygiene needs very well. Key persons attend to children's toileting needs in a timely and sensitive fashion, ensuring children are kept clean and comfortable at all times, which promotes their emotional well-being. Tissues and hand cleaning gel are within easy reach so children can practise their self-care skills independently, for example, when wiping their nose. Staff encourage and support children to wash their hands before eating and after using the toilet. Staff sit with children at mealtimes and promote good social skills and healthy practices. They engage children in conversations about the food they are eating. For example, some children discuss they 'like cucumber' which sparks off a conversation about other 'healthy' food they like or dislike.

Children have access to outdoor play at all times. Staff risk assess for hazards each morning and before the afternoon session to ensure the area is safe before children go out to play. A member of staff remains outside at all times. Secure entrances and exits help to prevent unauthorised persons entering the nursery. Very clear fire procedures and regular fire drills ensure children know what to do in the event of an emergency situation.

Consequently, children are kept very safe and secure. The environment has been very well planned so children can easily access their outdoor clothing before they go to play outside. Children confidently put on their coats, hats and wellington boots to go outside and hang them up again on their own peg when they come back in. This is because staff promote self-care skills very well and provide excellent opportunities for children to be independent. Large blocks provide opportunity for building and balancing, promoting children's physical skills very well. Water troughs, a sand pit and story chair encourage language development. Children learn how to negotiate space by manoeuvring wheeled vehicles and running. Staff regularly take children to a nearby park so they have opportunities for children to climb on a piece of large equipment.

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

The manager and her team are passionate about their roles. Their enthusiasm is equally matched by their professionalism and determination to ensure children achieve the very best in their time at the nursery. The manager values her team and ensures they feel appreciated. Leadership is motivating and the leadership team has high aspirations for quality and the ongoing development of the nursery. As a result, staff are enthusiastic, motivated, and their morale is high. Robust systems practised by attentive staff ensure that the children are well-safeguarded in the nursery. The policy for the use of portable devices with cameras on the premises is clear and widely understood and visitors are reminded of the need to comply with this policy. Thorough recruitment and induction arrangements are in place and the manager has attended safer recruitment training. All staff have completed thorough background checks. This ensures that staff are suitable to work with children. All staff hold appropriate qualifications and have a clear understanding of their roles and responsibilities. Consequently, children are kept safe and receive high quality learning experiences. Children's welfare and well-being are well promoted because staff receive regular training on safeguarding and are knowledgeable of the procedure to follow in the event of a concern about a child. Robust policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. Robust risk assessments and thorough daily checks of the indoor and outdoor environments ensure that the nursery is safe for the children who attend.

The leadership team have a clear understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Observation, assessment and planning documentation is monitored to make sure it is consistent, accurate, and displays a good understanding of all children's skills, abilities and progress. Staff have a very good understanding of how young children learn and develop. This results in activities and experiences which captivate children and stimulate their interest. Children make very good progress and as a result gaps are closing quickly. Teaching in the prime areas of learning is given the highest priority as the manager recognises their importance in providing children with a firm foundation for their learning and enabling them to be ready for full-time school. The manager carries out regular supervisions and staff observations to ensure practice is of high quality at all times. Weekly staff meetings give staff the opportunity to share knowledge and expertise and learn from each other,

which ultimately enhances the quality of teaching and learning. The manager is very proactive in supporting staff's professional development and the impact of training, such as 'storytelling' and heuristic play training is highly evident throughout the environment and within practice. For example, the new room has been effectively planned and resourced with a wealth of treasure baskets and natural materials, with the youngest children's needs in mind. Self-reflective practice has become embedded within the nursery's practice. Through this process strengths and weaknesses are clearly identified and action plans are regularly updated to secure continuous improvement. The nursery environment is currently undergoing further developments to make improvements to the already stimulating learning environment. This enables staff to provide the best possible learning outcomes for all children.

The manager and her staff are highly committed to partnership working and have worked hard to build up highly effective partnerships with neighbouring schools, external agencies and other professionals. For example, school staff support nursery staff with phonics to prepare children to be ready for transition to school. As a result, children have a very good start to the next stage in their learning. Transitions for children from the nursery to school and other settings are smoothly managed and ensure detailed information about children's progress and needs are successfully shared. The nursery work in partnership with parents at these times which means both parents and children are reassured at times of change, enhancing emotional well-being. This ensures children's needs are quickly identified and exceptionally well met through excellent partnerships between the nursery, school, parents and external agencies. The manager and staff work very well with other professionals such as health visitors, speech therapists, educational psychologists and paediatricians to use targeted interventions to meet the specific needs of individual children. Support is also received from the local authority which shows a commitment to working in partnership to further the quality of practice. The nursery effectively demonstrates an 'open-door' partnership with parents, in order to maintain high standards of care and learning, through listening to their views. Parents' views are sought through and readily responded to. For example, staff contact parents with information about the nursery via an email system. As a result, parents feel valued and listened to. Parents spoken to on the day of the inspection highly value the service that is offered and can't praise the nursery enough for its supportive and caring approach and the very good progress their children make while there.

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	EY468146
Local authority	Durham
Inspection number	935294
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	35
Name of provider	Horden Youth and Community Centre
Date of previous inspection	not applicable
Telephone number	01915183443

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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
Store St
Manchester
M1 2WD

T: 0300 123 4234
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