

The Coleridge Centre

Ribble Drive, DARLINGTON, County Durham, DL1 5TY

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| Inspection date | 18/12/2013 |
| Previous inspection date | 31/01/2012 |

| 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 | | 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 requires improvement

- Children are happy, settled and confident and enjoy their time at the nursery. Staff know them well and work positively with the parents in their support of the children.
- Resources are suitable and generally promote the different areas of learning to support the children's interests and steady progress. They are confident to make choices in their play and enjoy being outside.
- Children are well protected by robust risk assessments and sensible procedures, which ensure that they are always well supervised and cared for. They develop an understanding of how to take measured risks.

It is not yet good because

- Children are not always allowed time to complete chosen activities as staff divert children's attention to adult-led activities.
- The organisation of space within the baby room does not provide satisfactory areas for babies to rest and sleep without interruption. This impacts on children's overall well-being.
- Staff's skills in asking open-ended questions are variable. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.

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 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 the manager, deputy manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

The Coleridge Centre is run by the Skerne Park Community Enterprise Association and was registered in February 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a children's centre in the South End area of Darlington. The nursery serves the local community. It operates from two rooms and there is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff, of these, 13 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 72 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:

- ensure that space is organised to allow babies to sleep and rest without interruption.

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

- review the organisation of the day so children are allowed time to complete their chosen activities without interruption
- enhance staff's understanding of consistent and effective open-ended questioning, so children learn to think more creatively and critically.

Inspection judgements

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

Staff seek information from parents as their children start nursery. This provides details of each child's needs, routines and interests for the key person to use in support of them settling in. Staff have a sound understanding of the areas of learning and in providing

activities for the children to be suitably motivated and interested in what they do. Key staff know the children well and their differing needs and abilities to enable them to make good progress. Children with special educational needs and children with English as an additional language make rapid progress when they start the nursery. Staff give consideration to their needs and adapt the environments as necessary. They observe the children on a regular basis and use both written descriptions and photographs of the children at their activities. These are used to reference the learning taking place and are supported with the guidance to assess the children's developmental age and stage band and to identify children's next steps to progress, to ensure challenging activities are planned that will extend children's learning and development across all areas.

Staff place a positive emphasis on supporting all the children in their personal, social emotional development; communication and language development; and their physical skills. This suitably assists the children's readiness for their next stages in learning, such as moving onto school. Staff take time to be with the children and engage them in what they are doing. Some staff ask suitable questions, to support children in extending their vocabulary appropriately. For example, in the water play children describe how they are making bubbles with a straw. However, not all staff are confident in using these skills to encourage children to think critically. Children initiate a singing session which is extended by staff to include a variety of musical instruments. Children are engrossed and keen to make various sounds. However, other staff interrupt the activity to take children outside. This limits the effectiveness of the singing session as children move away. The children enjoy dressing up and becoming people who help us, such as, a police officer or fire-fighter or making food in the home corner. This appropriately supports the children's growing imagination and their sharing of knowledge of their world.

Children have various resources to write with or make different marks as part of their daily play and they self register as they arrive and at snack time. This supports them to recognise letters in their name and sometimes other children's names. Outside offers other physical challenges for the children. There are balancing beams and tyres outside which make an obstacle course for them to negotiate. Displays of the children's art work shows how they use different mediums and includes photographs of the children at their play which are shared with parents. These promote children's self-esteem as their contributions are valued and shared. Parents are provided with a learning sheet which shares information about an activity their child has done that day. This offers an opportunity for them to comment and contribute to their children's development at home.

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

The children come into nursery happy and eager to access activities and meet their friends. Children seek staff support and enjoy a quiet time with them, such as, looking at books or with a game. This appropriately supports children's confidence and their emotional needs which change through the day, such as when they are tired. The transition between areas is managed with the key person and children. All the children are in one area so the younger children see the older children and staff daily. This enables them to move into the larger area with limited disruption.

Children behave well and manage the relevant routines and boundaries in place that support their growing independence. They play cooperatively with each other and use their manners, such as saying please and thank you. Staff offer relevant praise and appropriately encourage the children in what they do. The range of suitable equipment and resources cover all areas of learning. Most of these are displayed at lower levels so the children can make choices in what they want to play with or ask the staff if stored at a higher level. The quality of these is suitable and they are readily used by the children. The outside area is an extension of the inside so children can develop their experiences in a different environment.

The nursery offers daily meals and snacks for the children. These are suitably healthy and provide a variety for them. There are posters and displays that promote healthy foods and lifestyles. Babies have a separate area for play, however the organisation of this space does not allow them to sleep and rest without interruption of both the children in the baby room and the noise from older children in the adjacent room. Older children manage their personal care well as they access the bathroom independently and happily ask for help if required. Information is readily shared with the parents on the various exclusion periods required when children are ill. Safety in the nursery is ongoing through the daily checks completed by staff and the children's routines. For example, children are encouraged to walk rather than run in nursery and tools and equipment are used safely as children are guided by staff. When outside the children can develop their skills in taking risks, such as, climbing and using larger equipment to build their confidence and independence.

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

This inspection was brought forward by Ofsted following the receipt of information which raised concerns relating to the provision for babies to rest, staff ratios and partnership with parents. The inspection found that partnerships with parents are well established and the nursery adheres to staff to child ratios at all times. However, an action was raised about the provision for babies to rest and sleep. The staff offer a suitable range of learning experiences for the children and this enables them to make steady progress relevant to their starting points. There are detailed risk assessments in place which help to keep children safe. The nursery has effective systems in place for safeguarding the children in their care. The safeguarding procedures are clearly outlined in the nursery policy. There is a strong partnership with the relevant agencies to ensure children's ongoing well-being and protection is maintained effectively. Other policies and procedures, such as behaviour management support, the staff to take appropriate steps if issues occur. The recruitment and selection of staff is appropriate and all relevant checks are completed. Staff attend regular meetings and have appraisals to support their self-development, such as training needs. The nursery's self-evaluation and how this is used to assess children's learning and development and the overall quality of teaching and practice is detailed. This means staff effectively monitor whether improvement and any changes made are successful in outcomes.

Partnership with parents is positive and staff's approach is welcoming and supportive to them. The key person information is displayed and the children's individual learning journal files are accessible on a daily basis for parents. Daily contact enables them to share information so staff keep updated on any changes. The parents have regular newsletters to ensure they are kept informed about what is happening in nursery and the activities provided. The nursery displays a notice board to provide additional information for parents. The parents' feedback is positive and they are very satisfied with the care the nursery provides and in the selection of activities their children take part in. They have seen progress in their children, particularly in their social skills and speech and language. The partnership with the school is well established and information is shared and visits take place. This supports the children to be prepared to move onto school with confidence.

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

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| Unique reference number | EY330167 |
| Local authority | Darlington |
| Inspection number | 945411 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 34 |
| Number of children on roll | 72 |
| Name of provider | Skerne Park Community Enterprise Association Limited |
| Date of previous inspection | 31/01/2012 |
| Telephone number | 01325 353416 |

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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