

Maidendale Nursery

Maidendale House, Burnside Road, Darlington, COUNTY DURHAM, DL1 4SU

Inspection date

28/03/2014

Previous inspection date

12/09/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- Support for children with English as an additional language and special educational needs is effective and they make steady progress because staff have made links with external agencies and parents are included in this process.
- The management team show drive and commitment to improve and have made positive changes to the monitoring and evaluation of some staff practice and performance, enabling them to raise the quality of some teaching and learning.
- There is an increasing awareness of how to meet requirements for the safeguarding and welfare of children and child protection arrangements are sound.

It is not yet good because

- There are times when children are not adequately supervised which compromises their safety. For example, staff do not always minimise risks to children when they use the toilet independently.
- A number of staff still have limited knowledge of the early years foundation stage and children's developmental stages. Consequently, some experiences, particularly for children aged two years, are not purposefully planned and their learning not maximised.
- Key people change frequently and are not always available to support children's emotional well-being. This means transition and settling in experiences for some children are difficult, which hinders their ability to play and explore new surroundings.

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 experiences for children in both the indoor and outdoor learning environments in all rooms.
- The inspector looked at children's learning journey records and planning documentation.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children.
- The inspector spoke to a number of parents/carers on the day and their views were taken into account.
- The inspector conducted a joint observation with the manager and checked self-evaluation evidence.

Inspector

Michelle Lorains

Full report

Information about the setting

Maidendale Nursery first opened in March 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It was registered again to a board of trustees in June 2007. The nursery is situated within Firthmoor Community Centre in Darlington. It operates from four playrooms within the building. The nursery have recently re-registered the playgroup. Children have access to two separate enclosed outdoor play areas. The nursery also provides out of school care and wraparound care. There are currently 156 children on roll. Of these, 107 are in the early years age group. The nursery provides funded early education for two-year-old children who currently attend, and 32 sessional places for two- and three-year-old children. It supports children with special educational needs and/or disabilities and children who have English as an additional language. The nursery is open each weekday between the hours of 7.45am to 6pm all year round, with the exception of public holidays and the period between Christmas and New Year. There are 17 members of staff employed to work directly with the children. Of these, all hold appropriate early years qualifications. 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 all children are adequately supervised, so that they are always within sight or hearing of staff in order to prevent safety from being compromised, particularly when children visit the toilet independently
- ensure all staff are able to accurately observe and assess children's current stages of development, particularly their personal, social and emotional skills, in order to focus planning so it is purposeful and specific to children's individual learning needs.

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

- support children's ability to form secure attachments by fully establishing the key person system and engaging with all parents so that they are all able contribute to their children's learning and development.

Inspection judgements

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

Children with English as an additional language and children with special educational needs have effective support in this provision. They make good progress, in relation to their starting points and support from specialist external agencies is accessed to ensure complex needs are met and parents and families are involved in the process. The special educational needs co-ordinator spends quality one to one time with children. For example, she uses different resources, such as, bells and mirrors, to encourage children to vocalise and also creates a sense of security and warmth by being close to children. Although some good practice is mostly modelled by senior staff, there are still inconsistencies in the quality of teaching and learning for children aged between two and three. As a result, experiences do not fully engage all children or make best use of learning opportunities in the prime areas. The majority of staff are able to discuss children's development, but there are inaccuracies in observation which means children's next steps are not always purposeful and do not always focus on the most relevant areas for development. For example, inappropriate mathematical experiences are offered to a younger child who is still struggling to settle in, therefore, planning to meet his personal, social and emotional well-being needs would be more beneficial.

The impact of some staff training has been positive for children aged three and four and the interactions from staff are good. Children in this room are eager and keen to participate in experiences with their key person, this is because they have used their observations and 'mind maps' to enhance the continuous provision of resources and learning experiences. This is beginning to reflect children's interests both indoors and outdoors. For example, the use of a 'bug hunt' outdoors results in children enthusiastically discussing the different features and numbers of ladybirds because staff use this opportunity to develop children's number and counting skills. Also, children have access to a range of materials to support their creative development and physical skills, for example, using scissors, glue, glitter and baking equipment to make cards and cookies to take home for their families. Children in the two to three year old room enjoy time in the story den with a member of staff who captures children's attention by using an animated voice and takes opportunities to encourage children to think about 'how many?' and 'what can you see?'. Babies benefit from caring staff who model appropriate language and encourage children to make sounds, repeating key words and offering praise through, for example, clapping and smiling when a child attempted to say another child's name.

Progress checks for all children aged two have now been completed and basic information is shared with parents. However, this does not yet translate into planning and parent's engagement is varied. Staff generally support families but there is scope for improvement to develop effective partnerships here. Information gathered from parents when children join the provision is limited and mainly refers to care practices, such as, sleep routines or family names, as opposed to children's development and home experiences. This means that for some children, progress is not monitored effectively and parents miss opportunities to contribute to their children's learning.

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

Children are supported to be independent and show readiness for school. They benefit from mixing with children who already attend local school nurseries and for most children,

transitions are well supported with the use of books to convey key messages between provisions. Children are able to access their own coats and wellies which they know to put on for outdoor play with one child explaining 'because it's raining and we will slip'. Children have free access to outdoor areas and staff ensure a range of resources, such as, large tyres, bikes, paintbrushes and role play props, are readily available to support children's development in physical and imaginative skills. Babies have the opportunity to have shared use of the outdoor area as preparations are being made to develop their own outside area. Meal times and snack times are positive experiences for children. Discussion about healthy choices can be heard at each table as staff sit and eat lunch with children, modelling positive behaviour, good manners and social interaction. Younger children are given choices at snack time and, although they are encouraged to have food and drink from the table, they are also able to continue with play if they wish. This supports opportunities for independent play and exploration. Children with special educational needs have fruits blended and join in at snack to encourage social interaction.

Staff support children to be independent using toilet and hand washing facilities, however, there are times when this is not monitored effectively, leaving children with unsupervised access to an adjoining playroom and enclosed outdoor area. As a result, not enough attention is always given to fully supporting children's safety and well-being. Behaviour is managed positively and children respond well to the techniques used by staff. As a result, children are respectful and kind to each other from an early age, for example, a toddler in the baby room hugs another child after he stepped on his foot accidentally. Staff show kind, caring and warm attitudes to the children and each other. The atmosphere in the baby room is calm and babies have a range of treasure baskets with sensory tactile objects, such as, brushes, material pieces and wooden balls at low-level, which they can play and explore independently. They point to the shelf with the bubbles on which staff immediately respond to and children jump around shouting 'pop' excitedly. Resources in the enclosed outdoor area for two-year-olds have been improved and all fence posts are safe with padded wrapping on to minimise risks to children. Communication between staff has improved regarding children's learning needs, however, some children are not supported to form secure attachments with key people in the provision due to staff absence and frequent changes in deployment. As a result, there is more to do to improve the effectiveness of the key person arrangements and to strengthen the parent partnerships to ensure parents all feel welcome, valued and able to contribute to their children's learning and development.

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

This re-inspection took place following a previous inadequate outcome. The management team aspire to improve further and since the last inspection there have been many changes. This includes the supervision and monitoring of staff practice and performance which is now effective in recognising areas of development for staff, in regard to the quality of teaching. The assistant manager has spent time with individuals to address under performance and models good practice to newer or less experienced staff. She demonstrates commitment, drive and enthusiasm, recognising there are still areas which require improvement and highlighting the inconsistencies in the quality of teaching as her

priority. She has a sound understanding of children's development and, although this has not yet cascaded into the lower age range rooms, the impact on senior members of staff has been positive and staff say they feel supported in their roles with access to any training and support from the local authority. An early years professional has been employed to work with children aged two to three to address the issues with progress checks. The assistant manager is aware of how to meet requirements for the safeguarding and welfare of children. For example, all staff who work directly with children have DBS checks and on induction are required to attend a basic child protection awareness course. Risk assessments have improved and include potential hazards as well as any actions taken to prevent risks, this includes action taken to cover the metal post in the toddler garden. However, there are still occasions where staff do not minimise risks to children when they use the toilet independently.

The delivery, supervision and monitoring of children's development and progress have also been improved, however, this is still not consistent for all children. Although staff are able to talk through the use of the 'tracking tool' as a baseline for children's starting points, it is not yet evident how it will be used in planning or to inform children's next steps. Gaps in achievement are identified with this tool, however, this has led to some staff planning for areas that are not of interest to children and at times are not appropriate to their personal needs. Peer observations have begun to take place formally and are led by the assistant manager, with specific reference to the quality of teaching and learning. Staff are encouraged to be reflective and are given time for feedback, although, sometimes this is not carried out until supervision sessions and has not yet involved all staff members. This means a number of staff still have limited knowledge of children's development because they have not yet accessed professional development training.

The self-evaluation form was completed by the manager with support from the local authority. This was accurate and identified key areas for development, however, a contribution from all staff and the inclusion of children's and parent's views would increase effective working relationships and ensure everyone who used the provision felt valued. The response from parents who use this provision was varied. One parent stated she would like to see improvements in the communication of staff and described her child as having several different key people. Another parent was very positive, stating the key strength was staff's communication and 'I wouldn't leave my child anywhere else, they know her as well as I do'. The assistant manager recognises this as an area for improvement and continues to address the issues around the deployment of staff in order to provide continuity for children and families.

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	EY358816
Local authority	Darlington
Inspection number	963296
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	156
Name of provider	Firth Moor & District Community Assn Committee
Date of previous inspection	12/09/2013
Telephone number	01325 363121

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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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