

Usworth Colliery Nursery School (Daycare)

Usworth Colliery Nursery School, Manor Road, WASHINGTON, Tyne and Wear, NE37 3BL

Inspection date	16/06/2014
Previous inspection date	Not Applicable

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		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 because the vast majority of practice is very strong and staff are skilled in engaging children's interest and motivating them to learn. As a result, children make good progress in relation to their starting points.
- The key-person system ensures that children receive consistency of care. Children and staff form secure attachments and this enables children to feel safe and happy.
- Relationships with parents are strong and information is regularly shared with them, so that children's individual care and learning needs are met well. As a result, children are emotionally prepared for learning.
- Children's safety and security is given high priority. All staff members have training in safeguarding and protecting children. They know and understand the procedures to follow if they are concerned about a child.

It is not yet outstanding because

- Staff's skills in asking open-ended questions are variable. This means that children are not always given time to think about and answer questions fully.
- There is scope to build on children's experiences at snack time, so that they are able to choose what they would like from different foods and develop their independence skills as they pour their own drinks.

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 had a tour of the premises and observed activities in the playrooms and outdoor area.
- The inspector met with the headteacher, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Full report

Information about the setting

Usworth Colliery Nursery School was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Usworth area of Washington, Tyne and Wear. It is managed by the nursery school governing body. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 5.30pm. Out of school care is open from 7.45am until 8.45am and from 3.30pm until 5.30pm during term time. Children attend for a variety of sessions. There are currently 36 children attending, of whom 18 are in the early years age group. The nursery provides 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:

- ensure all staff have a consistent understanding of effective open-ended questioning, so children have thinking time as they build on their ability to think creatively and critically in response to questions

- enhance children's experiences at snack time, for example, by giving them a choice about the different foods available and the opportunity to pour their own drinks.

Inspection judgements

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

Children are enthusiastic and motivated learners supported by staff, who understand how young children learn. Staff carry out home visits, so that they can get to know about children's needs in their own environment before children start at the nursery. They speak to parents to find out together, what children can do. They observe children as they settle into the nursery and carry out a baseline assessment within six weeks. This information, followed by accurate observations and assessments, creates a clear picture of children's current learning and informs next steps for future learning and progress. Staff have recently welcomed the introduction of electronic tablet computers, where they quickly and easily add observations of children, take photographs and link these into the areas of learning, by the click of a button on the screen. Precise monitoring of children's learning means that all children are making good progress. Any gaps in children's learning are quickly identified and addressed. This means that staff target support where it is needed and that children are well prepared for the next stage in their learning, such as school.

Staff talk confidently about children's interests and their next steps in learning and plan a good range of enjoyable experiences. As a result, children show high levels of independence, curiosity and confidence in the nursery. Staff join in with children's activities and constantly talk to children. For example, they take the opportunity to help children learn about meaningful print and to understand what a word is when children play with a train track. Staff pick up and point out words written on the side of vehicles, such as 'removals' and 'milk'. They also point out that there are two words on the vehicle, promoting counting opportunities. At group times staff effectively engage children's interests as they show them the 'talking box'. Together they examine what is in the box and staff use this time to see what understanding children have about the different items. The resources are all linked to holidays and this leads to discussions about where children are going on holiday. However, in their enthusiasm for the activity, staff are not consistent in giving children the time to think about and respond to the questions. Children's interest in the subject of holidays leads to them drawing pictures about where they are going. Staff talk to children about what they have drawn, supporting their language as they repeat some of the things they say. Children become engrossed, saying they have drawn a slide, their mummy and they talk about swimming in the sea. Children develop a great appreciation for books. They sit on their own and turn the pages while they look at the pictures. They sit really well in a group when staff read to them. This is because staff make sure that they fully involve children in the story. They ask them about the different characters on the pages and children confidently identify a cow and sheep and know the sounds that they make. Staff link the story into familiar rhymes and songs as they ask children what song they could sing that links to the story. Children respond with 'Old McDonald' and join in with enthusiasm as they all sing together. Staff use successful teaching strategies to help children learn about the world around them. They have linked with a school in Bangladesh, which raises children's understanding about children around the world.

Parents are actively engaged in their children's learning. Staff provide them with regular summaries of learning, such as the progress check for children aged between two and three years and regularly share information about their progress and next steps in learning. They talk to them when they bring and collect their children, ensuring that positive relationships are built that benefit children. Observations and photographs are recorded in a learning journal for each child and parents add their own pictures and comments from home. This means staff can use children's interests in their planning and parents know what their children are learning and are able to support them at home.

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

Staff have created a warm and reassuring environment. The key-person system is effective and as a result, strong attachments with children and parents have been formed. Children show that they are happy and content. A programme of settling-in visits for new children helps them to make a smooth transition from home to the nursery, which means children's individual emotional needs are effectively met. Children play well together and enjoy each other's company and they help with tasks. For example, they are encouraged

to tidy resources away as part of the routine. Children learn how to sort the different resources into different boxes and onto shelving. Staff speak to children in a calm and quiet way and gently remind them to share and look after the resources. Children understand the rules and boundaries of the nursery and what is expected of them. Staff regularly praise children when they cooperate in play. Consequently, children's behaviour is very good. Staff are vigilant about children's safety and teach them how to evacuate the nursery through regular practices, so that they keep themselves safe and understand what is happening when the alarm sounds.

The nursery environment is bright and welcoming and offers children opportunities to play in a number of very well-equipped areas. The playrooms are arranged so children can access resources themselves and have spaces to be messy, as well as comfortable, carpeted areas for activities, such as the train track. Children's physical development is positively promoted and they gain confidence as they move around. Outdoor play is available every day, whatever the weather and is easily accessible from the playrooms. Children can make their own decisions about where they want to carry out their activities. They enjoy the fresh air as they move around, play with different textures, such as gloop and explore what happens to water when they pour it down some guttering. The outdoor area has a variety of resources to support physical development, such as, digging areas, places to explore in the bushes and equipment that they learn to climb on. Children's awareness of healthy eating is raised in a number of ways. Planned activities involve them in tasting different foods from a story and they regularly take part in cooking activities, such as making fruit kebabs. Snack and meal times are a sociable time, where children sit together and have a chat with staff. Staff explain to children what is available at snack time, however, there is scope to enhance children's experiences at this time by giving a choice of different foods, so children can make their own selections and to encourage and extend their self-help and physical skills in pouring their own drinks. Staff support children's growing independence by encouraging their awareness of self-care routines. For example, children understand the importance of washing their hands prior to eating and where to get a tissue to blow their own noses.

Children benefit greatly from being fully integrated into the life of the nursery school. This means they are very familiar with the setting when they move from the day care side to the nursery education side. They are prepared well emotionally for transitions into other settings or school. Staff work in partnership with the school on site. Children go for visits and school staff come to the nursery to meet children and spend time with them. The assessments get sent over to the school, which is valuable information about children's progress and helps school staff to know children and meet their needs.

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

The headteacher and staff in the nursery have a good understanding of their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a result, the safeguarding of children is given high priority by all staff, who understand their role in reporting any child

protection concerns and know how to follow the correct referral procedures. All members of staff have attended safeguarding training and comprehensive policies and procedures underpin practice. Secure recruitment, vetting and induction processes ensure that all those working with children are suitable to do so and understand their roles as soon as they start. Ongoing suitability is closely monitored through six monthly reviews of staff performance. This is underpinned by the headteacher observing staff working with children. This helps her to identify any differences in quality for each member of staff and means effective targets are set to ensure improvement. Weekly staff meetings are held, which include safeguarding, moving the setting forward and practice in the setting, giving staff ownership of the nursery.

Staff are well-deployed and good adult-to-child ratios mean children are well supervised and kept safe. Robust risk assessments are in place for all aspects of the nursery, complemented by ongoing visual checks by staff to make sure the environment is safe for children who attend. Children are further protected as all staff are appropriately trained in first aid. Any accidents are consistently recorded and monitored by the headteacher to ensure that appropriate interventions or amendments to risk assessments are carried out where needed. Staff take an active role in the self-evaluation process and parents are also actively encouraged to contribute their views through completion of questionnaires. This process accurately identifies where further improvement is needed. The headteacher monitors the educational programme to ensure that it is broad and balanced and reflects individual children's specific learning needs. She checks children's learning journals, monitors weekly planning for the day care and the after school club and gathers assessment information to give a full picture of children's progress. Through this close monitoring of children's development, staff can quickly respond to any delays or gaps in children's learning. Improvements made since the last inspection demonstrate the nursery's drive for excellence. The previous recommendations have been successfully implemented. For example, the outdoor area is now easier for children to access.

Staff in the nursery are proactive in their approach to sharing information with other providers and well-established partnerships with parents, school and other agencies make a strong contribution to meeting children's needs. This collaborative approach enables everyone involved with children to work together to effectively support children's progress in learning.

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	EY306214
Local authority	Sunderland
Inspection number	856598
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	36
Name of provider	Usworth Colliery Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	0191 2193620

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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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