

# Big Life Families - Frederick Natrass Nursery

Frederick Natrass Childrens Centre, Darlington Lane, Stockton On Tees, TS20 1BZ

## Inspection date

Previous inspection date

19/06/2014

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

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

- Children learn in a stimulating environment both indoors and outdoors, which is effectively organised to support children's developing independence.
- Children are very safe in the nursery because there are robust procedures in place to ensure their safety and well-being at all times.
- Staff are extremely committed to improving their setting. They are constantly reviewing their practice and the environment in order to meet the needs of children in their care.
- Staff are enthusiastic. They have a good understanding of where children are in their learning and plan motivational activities based on children's individual interests.

### It is not yet outstanding because

- There is scope to enhance the already good provision for language by extending opportunities for children to learn through repetition.
- There is room to enrich the partnership with parents by maximising the opportunities to share information with all parents, so that they have a clear understanding of where their children are at in their learning and how they can support them even further at home.

## 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 toured the nursery with the deputy manager.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.
- The inspector talked to staff at appropriate times throughout the inspection.

## Inspector

Elizabeth Fish

## Full report

### Information about the setting

Big Life Families - Frederick Nattrass Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Frederick Nattrass Children's Centre in the Norton area of Stockton. It is one of seven settings managed by The Big Life Company Limited, which is a non-profit enterprise. The nursery serves the local area and is accessible to all children. It operates from one main playroom and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above and two hold appropriate early years qualifications at level 2. The nursery opens Monday to Friday all year round. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 11 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-year-olds. 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:

- strengthen communication and language in the setting; for example, by using a simple commentary of activities, in order to highlight vocabulary or language structures, which children can begin to imitate in order to develop their language further
- enrich the partnership with parents by maximising opportunities for all parents to find out about their children's learning, so that they have a clear understanding of where their children are at in their learning and how they can support them even further at home.

## Inspection judgements

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

Staff in the nursery are enthusiastic about their work. They ensure that children enjoy a range of interesting and challenging experiences across the seven areas of learning, indoors and outdoors. They carefully plan a range of activities to enthuse and motivate children, based on their individual interests. For example, following children's interest in painting tables, staff cover a table with paper; children access the bottles of paint independently and have great fun mixing paints with their hands. They explore handprints on the paper before helping themselves to brushes and paper. They clearly enjoy the activity and concentrate for some time, given their ages and stages of development. All children make good progress in the nursery. Staff find out a lot of information on entry.

This helps them to develop a clear understanding of the needs and interests of children when they start. They carry out regular and precise assessments, which are matched to age related expectations. As a result, they have a good understanding of children's achievements and how they can support them further. They work effectively with other agencies to incorporate targets for children with special educational needs and/or disabilities into the planning. The nursery also works hard to develop a good relationship with parents and they use a variety of methods to communicate with them. Staff share information about children's learning and parents are able to look at their children's learning records. However, there is scope to enrich this partnership further by increasing opportunities to share information about learning with all parents, so that they have a clear understanding of where their children are in their learning and how they can support them further at home.

The nursery places a high priority on communication and language. Staff have attended training in the development of language and have altered their environment to support communication. In addition, staff use a range of strategies, such as working at a child's level, maintaining eye contact and using sign language to help children to communicate. Staff plan in a range of opportunities for children to learn about language through songs and rhymes. A range of songs are sung to mark changes in the routine, such as tidy up time or home time, which children attempt to join in with. Children also join in with the actions of well-known rhymes. Staff also have clear plans for how they can develop language skills further. For example, they plan to extend the use of adjectives and simple phrases by commenting on what children are doing, encouraging repetition. These strategies are generally having a good impact on children's learning and children clearly imitate words, such as 'shiny' or 'crunchy' as they play with pasta and water. However, there is scope to enhance this even further by carefully adjusting language, so that commentaries consistently contain simple phrases in order to encourage further repetition. Staff demonstrate a good understanding of how to support children's play. They observe children and give them the space and time to explore things for themselves. This enables staff to intervene effectively to extend children's interests further. For example, as children enjoy using pasta, water and glitter outside, staff extend this well by commenting on what children are doing and being on hand to support children as they use sticky tape and scissors. Children's interests are also used as a basis for further learning too. Following an interest in insects, children develop a bug hotel with the support of staff. Their learning is extended effectively as staff put clearly labelled pictures of different insects around it. This helps children develop an understanding of the world around them.

Staff place a high priority on the development of physical skills. There are daily opportunities for children to pour their own drinks or chop up their own snack. Children also demonstrate good control as they begin to use scissors. This helps children to develop small muscle skills. The outdoor area is well-planned to support the development of large muscle skills. Children enjoy climbing on the pirate ship and moving from one stepping stone to another. Mathematics is developed throughout the day. Staff use phrases, such as 'one, two, three jump!' as children jump off the beam. They demonstrate counting in order as children look at books. As a result, some children begin to recite some number names in sequence. This means that children make good progress in mathematics.

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

Children are very happy and settled in the nursery. They have very good relationships with their key person as staff are very caring and recognise the needs of individual children effectively. Parents comment that their children love coming and often do not want to leave. This demonstrates that children are emotionally secure in the nursery. Children settle into the nursery quickly. This is because there is a well-thought-out settling-in programme, which is tailored to meet the needs of children and their families. Staff arrange visits so they can meet children and their parents in their home prior to children starting. During this visit they find out important information, including children's interests and their individual care needs. Children attend for sessions with their parents before starting and then shorter sessions are arranged to help children to settle into the routines of the nursery. Parents talk to staff at the beginning and the end of a session and share important information.

Children play in a stimulating and well-organised environment, both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. Resources are easily accessible, which enables children to select their own resources independently. Many children demonstrate very good independence skills for their age; they go to the cloakroom area, put on their own shoes and socks or change into wellington boots independently. Other children access paper and paint themselves. Independence is encouraged throughout the routines as children are encouraged to pour their own drinks at snack time. More able children are also supported to use knives to cut their fruit. This ensures that children are well-prepared for the next stage in their learning. The outdoor environment is open throughout the session and children are able to choose whether they wish to play indoors or outdoors. They enjoy playing in the water and splashing in the puddles left by the water tap. Children also have access to balancing and climbing equipment outside too, which means that children have plenty of fresh air and exercise. Children learn about healthy lifestyles and demonstrate a good understanding of health and hygiene as they wash hands before snack. A healthy diet is promoted as children enjoy a balanced diet with plenty of fresh fruit. Milk or water is offered regularly throughout the session.

Children have a good awareness of how to keep themselves safe in an emergency because they practise fire evacuation regularly. Staff also help children to learn how to use tools, such as knives and scissors safely. Children behave well in the nursery. The nursery has a clear policy for dealing with behaviour, which all staff understand and use. Children are supported in the nursery to learn acceptable behaviour and staff work with parents individually to support behaviour management. Children learn to play alongside other children; they ask for resources and ask to join in games. Consequently, they play well with others and develop skills to support them in their learning.

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

The manager has a good understanding of her responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. She has a good overview of the nursery and monitors assessments effectively. This enables her to highlight any gaps in achievement and plan appropriate interventions. The manager, staff and students have a clear understanding of their responsibilities in relation to safeguarding. They have updated their safeguarding certificates and they know what to do if they had a concern about a child. A current list of contact details is displayed in the nursery. Policies and procedures are all very well written and are clearly reflected in the running and organisation of the nursery. This is because policies and procedures are reviewed as a staff team, ensuring that staff are familiar with them. There is a rigorous security system for entry to the nursery and visitors are signed in and out of the children's centre, as well as the nursery. In addition, there is a rigorous system to ensure children are only collected by authorised people. Safety is further enhanced by daily risk assessments, which ensure all the areas of the nursery are checked and hazards identified and minimised. There are robust recruitment and induction procedures in place and all staff and students have appropriate suitability checks carried out.

Self-evaluation is good because the manager and her staff identify what they do well and how they help children learn. They have detailed action plans with clear priorities for improvement, which take into account the views of parents and children. Staff are extremely committed to developing the learning environment and have recently developed an outdoor classroom. This has had a positive impact because children are able to access books, writing, and construction materials outside too. In addition, it provides shade during sunny weather. Staff welcome the support from the local authority and act on the advice given. The manager also carries out regular supervision meetings with staff where they discuss their strengths, areas for development and highlight any training needs. Staff have undertaken a range of training lately, including additional training on the development of language. As a result, they have reorganised the grassy area outside to promote communication, taking on board children's suggestions. The manager observes staff regularly and monitors the quality of teaching and learning through ongoing observations and monitoring. This forms the basis of future developments in the setting. This demonstrates that the nursery has a good capacity to improve further.

Partnerships with parents are good as staff do a verbal handover at the beginning and end of the day. Parents comment that their children are very happy in the nursery and they comment that their children have made very good progress, particularly in language. They feel that the progress that their children have made is due to the support of staff. Parents and staff discuss what children have been doing as they pick up or drop off children. The nursery has a good relationship with professionals from health and social services, such as portage workers and speech therapists. They work closely with them to ensure they implement any suggestions into their planning. This means that staff can plan appropriate interventions to support children with special education needs and/or disabilities. The setting also works well with outreach workers and recognises the need to share information, in order to fully support children and their families. Staff have a good relationship with the local school. They have arranged meetings with staff and they visit each other in their setting. This supports a smooth move into school, when the time comes.

### **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

<b>Unique reference number</b>	EY473096
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	946654
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	11
<b>Name of provider</b>	The Big Life Company Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01642927275

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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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