

# Emerald Nursery and Children's Centre - Stanley

9 Thorneyholme Terrace, STANLEY, County Durham, DH9 0BL

<b>Inspection date</b>	14/07/2014
Previous inspection date	03/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- All staff have high expectations of children and can demonstrate that all children, including those with special educational needs and/or disabilities are progressing well towards the early learning goals over time, given their starting points.
- Children are supported in communication and language skills and in their physical, personal, social and emotional development, so that children of all ages and abilities make good progress in their learning.
- The key-person system supports engagement with all parents. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.
- Children are safeguarded because the manager and staff team have a good understanding of child protection issues.

### It is not yet outstanding because

- Staff are not always consistent in fully promoting opportunities for children to learn to be independent and encourage them to manage their own personal needs, especially around mealtimes.
- There is scope to extend the outdoor play environment to give children more opportunities to experience natural materials and use their senses.

## **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 discussions with the manager and talked to staff and children.
- The inspector observed activities in the indoors and outside play areas.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector sampled a range of documentation, including assessments, planning and records of suitability and the qualifications of staff working with children.

## **Inspector**

Brenda Graham

## Full report

### Information about the setting

Emerald Nursery and Children's Centre - Stanley is one of three day care facilities and is privately owned. It was registered in June 2010 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is located within a converted property in the Stanley area of Durham. Children are cared for in age appropriate groups on two floors of the premises. Outdoor play is provided to the front and rear of the property and is used by all children. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year, excluding public holidays. The nursery serves children from the local community. There are currently 80 children on roll, all of whom are in the early years group. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 14 members of childcare staff, including the manager. All staff members hold appropriate early years qualifications at level 3 and above. Two staff members hold Early Years Professional status. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- make better use of activities by extending conversations to promote children's communication and language and encourage their independence and preparation for school by, for example, providing opportunity for children to self-serve
- develop the outdoor play environment further to give children more opportunities to experience natural materials and use their senses and imagination.

## Inspection judgements

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

Children are supported in their learning and development because staff have a knowledge and understanding of the Early Years Foundation Stage. This means that children are gaining a range of skills that will support their future learning in school. Staff understand how children learn and provide them with good opportunities to actively explore and learn through first-hand experiences, such as during a washing the dolls activity. Children become engrossed as they bath the dolls and develop their physical skills as they use resources, such as shampoo, cloths and jugs. The quality of teaching is good during such activities. Through their discussions, children make the connection between the washing of the dolls and their experiences of bath time at home. They talk about creating bubbles at bathtime and water being poured and squeezing the cloths and the dolls hair. Staff extend the activity by encouraging children to name body parts and explore how the dolls

eyes open and close. Consequently, children are provided with good opportunities and experiences that enhance their learning and development within all key areas. Children in the younger age group enjoy a sensory activity, actively exploring shaving foam and water balloons. Staff support children through showing them how to use the activity. Children use their senses as they touch, taste and smell the foam. Therefore, children develop an understanding of their world. Staff support children's developing physical skills as they attempt to stand and keep their balance while experiencing the sensation of slipping and sliding. Staff encourage children to use their imagination as they play with the wooden train and track. They share ideas of where they are going as they plan their route to the seaside. Children are provided with opportunities to practise dressing themselves, as they explore a range of dressing-up outfits. When two children squabble over one outfit and they pull it back and forth between them, staff support by giving them opportunity and time to problem solve. After a few more pulls, one child lets go of the suit and moves off to explore the other clothes on the dressing-up unit. Therefore, children are able to form positive relationships with others and manage their feelings, which improves their personal, social and emotional development.

All children are progressing well in their learning and development in relation to their starting points. Prior to attending nursery, parents share relevant information about children's welfare and interests. This allows every key person to know children's individual needs and a good partnership is formed with families. In addition, children settle well and are active learners. Staff carry out regular observations and record children's development across all areas of learning. Children's progress is tracked effectively and staff use the progress check for children between the ages of two and three years to gain a comprehensive overview of what children know and can do. Individual plans are tailored to children's specific needs, which enables them to make good progress towards the early learning goals.

Children's language and communication is a focus of the nursery. Staff make use of opportunities to talk, read and sing to children, encouraging children's speech and language skills. However, this is not consistent and sometimes opportunities are missed during mealtimes to encourage and enhance children's learning and development around communication and language. Children are provided with good opportunities to have access to materials, such as books and mark-making resources, to encourage early writing skills. Both the indoor and outdoor environments are suitably resourced for children to be active and engaged through the day. Furniture, resources and equipment are appropriate for the ages of children. However, a number of outdoor resources are made of plastic, providing fewer opportunities for children to use their imagination. The addition of more natural resources, encourages children to have some first-hand experiences and challenges, thus, broadening their exploration and learning. Parents are kept informed of their child's progress and are encouraged to contribute to children's development file through completing a home story sheet and bringing in photographs.

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

The nursery is an inclusive setting where children and families are warmly welcomed. Staff focus on children's personal, social and emotional development and are able to begin build relationships with children and families. Consequently, children have a smooth transition into nursery, which means children are content and secure. The key-person approach is well established. Children demonstrate attachments as they approach staff members for reassurance and cuddles, then they confidently move on to explore another activity. Therefore, children form secure attachments with a consistent adult and their needs are met well. Staff support and encourage children by giving instruction and praise for their achievements during a gloop activity. Consequently, children develop confidence in their own abilities. Staff attend to children's physical needs during the activity, wiping their noses and hands, rolling children's sleeves back and tying up their hair out of their eyes. Thus, reducing any barriers that may limit children's experience of actively exploring this activity.

Children's care needs are well provided for. There are areas to be quiet and relax and daily access to the outdoor area for them to engage in physical and outdoor play while experiencing fresh air. Children develop an awareness of health and hygiene through staff supporting them with daily routines. For example, hand washing before meals and after using the toilet. They learn about the importance of using sun cream and wearing hats to protect themselves when playing outside.

Children develop healthy eating habits because they are provided with healthy food, for example, a snack of fruit and milk or water. Staff endeavour to sit with children and are good role models, supporting children to adopt good table manners. Therefore, children are also beginning to develop and understand social skills. There is however, scope to further develop children's independence, by giving children opportunity to self-serve at mealtimes. Staff have a consistent approach in their expectations of how children behave and provide them with guidance to maintain their own safety. For example, they are reminded how to use scissors safely and the importance of using sun cream and wearing a hat when they play outdoors. Consequently, children learn to make good relationships, share and play safely.

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

Management and staff demonstrate a good understanding of safeguarding procedures and a detailed child protection policy is in place. This is effectively shared with parents, so that all adults have a comprehensive understanding of their collective roles and responsibilities. All staff attend child protection courses to keep their knowledge and skills updated. Robust vetting procedures ensure that all adults working with children are suitable to do so. Staff are vigilant about safety and security. The premises are checked visually on a daily basis and detailed records of risk assessments are maintained to identify and minimize the potential risks to children. A range of policies and procedures meet the welfare requirements and help to keep children safe.

The management team demonstrate a good understanding of their role in meeting the

learning and development requirements of the Early Years Foundation Stage. They have procedures in place to monitor the educational programme enabling children to have opportunity to experience a range of activities to progress in their learning and development. Management monitors staff performance through observations, appraisals and team meetings. All staff have an appropriate early years qualification at level 3 and above and management are supportive of staff developing their practice. Consequently, staff have access to regular training and are qualified to meet children's needs.

The management team strive for good quality and continuous improvement. They have their own process for self-evaluation, where they identify their plans for the further development of the provision. The nursery staff welcome parents and are fully committed to working in partnership to ensure children and families are fully supported. Staff have developed good relationships with parents, through an effective key-person system, keeping them well informed about their child and nursery updates. Parents speak highly of staff and are happy with the care provided by the nursery. They value the support provided for their child, specifically concerning speech and language and are able to share and contribute to their children's development records as they wish. The nursery has developed links with schools to support transitions for children. They also have good links with other agencies to provide children with good levels of support to meet their needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY413481
<b>Local authority</b>	Durham
<b>Inspection number</b>	851406
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	10 - 17
<b>Total number of places</b>	49
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Emerald Childcare Partnership
<b>Date of previous inspection</b>	03/11/2010
<b>Telephone number</b>	01207 280022

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

