

# The Louisa Nursery

The Louisa Centre, Front Street, STANLEY, County Durham, DH9 0TE

## Inspection date

06/08/2014

Previous inspection date

14/10/2008

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Teaching and learning is outstanding. Staff have an excellent knowledge and understanding of how children learn. They provide an extremely stimulating and exciting learning environment where children are motivated and eager to learn.
- Highly motivated and knowledgeable staff accurately observe and assess children and plan sharply focussed activities to meet the next stages in their learning. As a result, children make rapid and exceptional progress.
- Children are extremely happy and settled and their behaviour is excellent. This is because staff are highly skilled and sensitive in helping all children form strong, trusting and secure emotional attachments.
- Staff are highly enthusiastic and work extremely well in close partnership with parents, other providers and an extensive range of agencies. They are fully committed to providing high quality care and education for all children, which means their welfare is extremely well supported.
- All staff demonstrate a robust and comprehensive understanding of the welfare requirements of the Early Years Foundation Stage. Extremely comprehensive policies and procedures are implemented, which help to ensure children are safeguarded and the environment is safe and secure.
- Staff are truly passionate and dedicated to their work and value opportunities for professional development. The drive for improvement is uncompromising in their endeavour to improve learning outcomes for all children.

## 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.

## Inspection activities

- The inspector toured the setting with the manager.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector held meetings with the manager and deputy 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.
- The inspector talked to staff and children at appropriate times throughout the session.

## Inspector

Vivienne Dempsey

## Full report

### Information about the setting

The Louisa Nursery was registered in 2000 on the Early Years Register. It is situated in a leisure centre in the central area of Stanely and is managed by Leisure Works. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. 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 80 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 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:

- enhance children's already excellent understanding of the world, for example, by providing a wider range of maps and plans, particularly in the construction area.

## Inspection judgements

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

Children show extremely high levels of energy, fascination and engagement in activities and their own play. This is because staff provide an extremely stimulating and exciting learning environment that inspires and motivates children to be active learners. Staff work exceptionally well together to ensure children benefit from an educational programme that clearly fosters opportunities for active learning and for them to create and think critically. Staff are highly skilled in playing alongside children, using language to help them to make links between ideas and consider what they should do next. Children are keen to find solutions to problems. For example, during a circle time activity, children try to blow bubbles but are not able to, they suggest to staff that the solution is to remove all the foil off the top of the bubbles. This demonstrates that children are encouraged to solve problems during their play and confidently use problem solving language during everyday activities. Planning, observation and assessment systems have been reviewed since the last inspection and staff use a highly focused and defined approach to planning, which is based on children's interests, ideas and developmental needs. Planning evolves each day and reflects observations of individual children during activities and their planned next steps in learning. Staff listen with genuine interest to children and show children that they value their contributions and suggestions. They are committed, dedicated and enthusiastic in their roles and enjoy working with children and their families.

Teaching techniques are rich, varied and imaginative across the nursery because staff use children's own interests to arouse children's natural curiosity. For example, staff have

developed an ice-cream parlour, following children's interest of ice-cream after returning from holiday. They developed a role play area for children to recreate their favourite ice-cream and served real ice-cream from the parlour after lunch. Inspiring resources are also introduced into the messy play area, such as mint, chocolate and strawberry scented dough, ice-cream scoops and cartons. Children are also involved in making picture graphs to show which type of ice-cream was their favourite, encouraging them to count how many children liked each flavour. All of this inspired teaching helps to effectively promote children's learning across all areas. Staff ensure that they provide sufficient time and space for children to become deeply involved in their learning. Children enjoy variety and challenge in all activities and show high levels of independence and curiosity as they play. They are fully involved and consulted in developing areas within the nursery as staff use spider-grams to collect their ideas and thoughts about the equipment they will need. This makes sure specific resources are relevant to children's interest and encourages them to be fully involved in the planning process. Children thoroughly enjoy joining in activities relating to their interest in pirates. They enjoy using their imagination as they dress-up like pirates and also develop their early communication, language and literacy skills as they join in with new and familiar rhymes and stories about pirates. They build pirate boats with a variety of resources, such as recycled boxes, tubs and tubes and they make pirate boats in the outdoor area with the large construction blocks. Children show great curiosity as they use teabags to change the colour of their paper to make old pirate treasure maps. An extensive range of technological toys are readily available. These help to support children's awareness of everyday technology and they confidently use the mouse and keyboard to complete simple programmes. Staff support children to think about and plan the models they are going to make. This helps them to develop their ideas and to solve any problems. However, examples of maps and plans are not always freely available, particularly in the construction area to extend children's experiences of referring to such guidance and develop their understanding of the world.

Children are exceptionally well prepared for the next stages in their learning and they are very effectively supported in their move into school. The very well-resourced learning environment, excellent organisation of planning and staff's secure knowledge of children's next steps in their learning, all help to ensure that every opportunity is made to support and extend children's learning across all areas. Partnerships with parents are well promoted because the practitioners actively encourage them to be involved in their child's learning. An extensive range of information is gathered from parents at the children's settling-in visits, which enables them to settle quickly. Children's ongoing excellent progress and development are enthusiastically shared with parents on a daily basis. Parents are supported in extending children's learning at home; highly motivated staff give suggestions about what parents can focus on in the home environment, to support their child's learning further. This is further enhanced as staff run regularly parent information days. These are held in cooperation with the local children's centre staff, who provide an extensive range of ideas and advice for parents on potty training, behaviour management and sleep routines. Parents are also encouraged to join in activities with their children, which provides them with ideas of activities they can do at home. Staff also hold parents' evenings, to provide them with a more formal opportunity to speak with their child's key person about their progress. Parents' contributions are highly valued and play an important part in helping staff to gain the most accurate picture of a child's all-round development. Parents are extremely complimentary about the nursery and the impact it

has on their child's excellent progress. Links with other providers and support agencies are exceptional. Children visit their new school to meet their teacher. The teachers also visit the nursery, so children get to know them in familiar surroundings. This helps children to develop positive relationships and promotes their confidence. Staff also share children's learning stories and tracking sheets, to ensure continuity in their learning. Children make astounding progress due to staff's commitment and excellent understanding of partnership working. Staff use information provided by other professional agencies to ensure activities are planned to enhance and support children's development. The National Strategies team recently visited the nursery and commented that it is the best visit they have ever made and the well-being of children was so apparent, due to the competent and confident staff.

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

An exceptionally well-established key-person system helps children to make a smooth move between home, the various rooms in nursery and school. Staff fully appreciate the value of working with parents and other agencies to obtain comprehensive and detailed information prior to a child beginning at the setting. Key persons have their own mini suitcase and use these to store props and pictures, so they can introduce themselves to their new key children in a fun and interesting way. Children are then given their own mini suitcase to fill with pictures of their family, including favourite objects from home and favourite toys or stories. The key person then uses these props to support children to introduce themselves to others in their group. This supports children to settle quickly and develops their confidence self-esteem extremely well. Children play in an extremely calm, relaxed environment and show consideration for one another. Children's behaviour is exemplary because staff constantly praise their efforts and promote positive reinforcement of clear rules and boundaries. This promotes children's self-confidence and self-esteem. Staff gently remind and support younger children to share toys and to tidy up, offering praise and encouragement for their efforts and achievements. Consequently, children have a willingness to join in, gain positive self-esteem and develop an excellent understanding of responsibility. Children play and learn in an extremely safe environment, as staff complete daily safety checks of the indoor and outdoor play areas. Staff deploy themselves very well within the indoor and outdoor environments, to ensure that children are supervised and kept safe. Risk assessments are methodical and regularly updated to reflect any changes in the environment. Staff follow effective procedures to deal with any accidents appropriately. Robust medication procedures are in place to help staff ensure children are kept protected. All information is recorded and shared with parents in a confidential way.

Staff promote healthy lifestyles exceptionally well because they plan daily activities that promote healthy eating, drinking and regular physical exercise. Staff ensure that all children have daily access to fresh air and all weather suits are provided, so they can use the outdoor area at all times. Children know daily routines and wash their hands before sitting together for meals and snacks. They develop a range of skills, which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they should wash their hands before eating, to get rid of the germs. They sit in small groups and enjoy healthy snacks, such as fruit and older children confidently peel their own orange. They talk amongst themselves, promoting their social skills very well.

Staff sit with children at mealtimes, to help them develop an understanding of the importance of healthy eating by talking about the food they are eating.

Staff provide an exciting learning environment, both indoors and outdoors and children access outside provision daily. Superb resources cover every aspect of learning and are easily accessible. This means that children, who prefer to learn outdoors, have the same opportunities to challenge their all-round development, while meeting their individual learning needs. The nursery significantly enhances all aspects of the children's social skills by actively promoting and demonstrating a positive attitude towards others. They have a rich, varied and imaginative selection of books and play materials, which reflect positive images of diversity that help to nurture children's respect towards people, who are different to them. Consequently, children are making relationships and developing their social skills in preparation for the next stage in their learning and move to school.

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

Leadership and management of the setting are inspirational and worthy of dissemination to other providers. The manager and staff team place the utmost priority on meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They all attend relevant safeguarding training to ensure that they fully understand and fulfil their responsibilities, with regard to child protection. There are two designated safeguarding officers to ensure that there is always someone available, should staff need support. As a result, they have an excellent understanding of how to respond to a safeguarding concern about a child in their care or an allegation being made against a colleague. All required documentation and records are clear and well written, including robust risk assessments. Recommendations from the last inspection have been implemented, for example, the door leading into the staff toilet area is now appropriately secured at all times. Meticulous policies and procedures are appropriately kept and available for parents at all times. There is robust evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Robust and effective systems are also in place to monitor staff's performance and to ensure their ongoing suitability. The identity of visitors is checked and there are clear guidelines about the use of cameras and mobile telephones. As a result, the nursery's practice is exemplary in underpinning children's safety and welfare.

Staff have an excellent understanding of the educational programmes and ensure an extensive, stimulating and motivating range of activities help children to make outstanding progress in their learning and development. Accurate monitoring ensures that planning and assessment are consistent and precise and that staff have an exceptional understanding of all children's stage of development. Children's individual needs are extremely well targeted and their progress is rigorously monitored, so that appropriate interventions are sought and gaps are closed. This is further enhanced by highly effective partnerships between parents, other providers and support agencies.

Staff are extremely motivated. This is because the management team use effective strategies to keep them inspired. For example, they are given responsibility for developing

aspects of practice, implementing government initiatives or developing areas of the nursery. They take great pride in their work and are extremely keen to maintain the highest levels of achievement for all children. For example, staff have researched and successfully implemented a variety of strategies throughout the nursery to ensure children of all ages make excellent progress with their speech and language. Systems for self-evaluation are strong and staff, parents, children and other agencies are fully involved in the process. Staff work closely with the local authority advisors and a rigorous, effective and well-established programme of professional development is helping staff to improve their knowledge and understanding. The management and staff team are well qualified, which is reflected in the excellent provision children receive. Staff continue to train and enhance their qualifications and are highly motivated. When staff attend training courses, they share their knowledge with the team and implement a change to the nursery. Consequently, this practice ensures that children and their families benefit directly from professional development. Supervisions, appraisals, team meetings and daily communications provide the team with a wealth of support, all of which helps to ensure continuous improvement. This promotes outcomes for children and their families extremely well.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY360773
<b>Local authority</b>	Durham
<b>Inspection number</b>	857614
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Derwentside Trust For Sport And The Arts
<b>Date of previous inspection</b>	14/10/2008
<b>Telephone number</b>	01207 218880

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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