

The Norton Nursery

Grounds of Norton Secondary School, Berkshire Road, STOCKTON-ON-TEES, Cleveland, TS20 2RD

Inspection date	16/10/2014
Previous inspection date	29/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The quality of teaching is good as staff provide children with a wide variety of interesting and enjoyable activities. As a result, children make good progress in all areas of their learning and development.
- An effective key-person system helps children form secure attachments and develop positive relationships, which promotes their emotional well-being. Therefore, children are comfortable and confident within their surroundings.
- Children are well protected because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Therefore, children are provided with a safe and secure environment.
- Effective strategies are in place to ensure parents are actively involved in their children's learning and development. This promotes a collaborative and consistent approach to meet the individual needs of children.
- The manager and staff show commitment and strive to develop their future practice. This supports improvements within the nursery and enhances opportunities for children.

It is not yet outstanding because

- Children have fewer opportunities to access activities and resources to extend their awareness and understanding of culture, diversity and equality.
- Occasionally, group time activities are less appropriate and stimulating for 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.

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 viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery room.
- The inspector carried out an interview with the manager and provider, and looked at and discussed a range of policies and procedures.
- 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 of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

The Norton Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. The nursery operates from a single-storey building within the grounds of the former Norton Secondary School in Stockton-On-Tees. The nursery serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The nursery receives support from the local authority. The nursery opens Monday to Friday, from 7.30am until 6.30pm, all year round except for bank holidays. Children attend for a variety of sessions. There are currently 64 children on roll, 25 of whom are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery 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:

- extend the range of activities and resources for children to further support their awareness and understanding of culture, diversity and equality
- enhance opportunities for children to engage in age-appropriate and stimulating activities during group time to ensure they fully participate and their interest is maintained.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage, which they use to effectively promote children's learning and development. The quality of teaching is good as staff deliver a balance of adult-led and child-initiated activities to follow and extend children's individual needs and interests. Children are provided with a wide range of interesting and enjoyable experiences to cover all seven areas of learning. They are engaged and motivated in their play and show good levels of concentration throughout their learning. Children are supported to develop their problem solving and critical thinking skills as they play in the outdoor area. For example, during a parachute game, they recognise that they need to hold it high in the air to make sure the coloured stars do not fall off. As a result, children make good progress in their learning and development from their starting points. Staff complete regular observations and assessments, including the progress check for children aged between two and three years, to recognise their achievements and identify their next steps in learning. Alongside this

documentation, photographs and examples of children's own work are collated in learning journey records and scrapbooks. Systems are in place to track children's ongoing progress, which enables staff to quickly identify any gaps in learning and receive appropriate intervention for children who are at risk of falling below their expected levels of development. Staff provide verbal feedback to parents at the end of each session and uses a number of effective strategies to ensure they are actively involved in their children's learning and development. For example, staff encourage parents to complete current interests and achievements sheets to share children's learning at home. This promotes a collaborative and consistent approach to meet the individual needs of the children. Therefore, children benefit from continuity of care and parents feel respected.

Children show high levels of independence and curiosity within the nursery environment. They have access to a good range of toys and resources to stimulate and encourage them in their learning. However, children have fewer opportunities to access activities and resources to extend their awareness and understanding of culture, diversity and equality. Staff effectively support children's communication and language development as they interact well with them, asks open-ended questions and model language throughout their activities. As a result, children are becoming confident communicators and feel valued. Children thoroughly enjoy using their imagination and playing in the role-play area, where they pretend to serve customers in the fruit and vegetable shop. Staff promote children's mathematical development through activities to develop their awareness of early numbers, counting and colours. For example, they participate in a colour recognition game and count the objects on the screen when using the computer. This also develops their manipulation and coordination skills as they use technology in their everyday play. Children are regularly involved in group time activities throughout the nursery day, which enables them to develop their personal, social and emotional skills. However, occasionally these group time activities are less well matched to children's age and stage of development. This means they are not always stimulating to ensure children fully participate and some children lose interest. Staff provide good opportunities for children to develop their physical skills as they enjoy playing in the outdoor area, where they can access a variety of open-ended resources. Children show excitement and enthusiasm as they play in the mud kitchen, hide in the den and make a selection of marks. Consequently, children are successfully developing the skills required for the next stage in their learning at school.

Children with special educational needs and/or disabilities are supported well. Staff work closely with parents, external agencies and other professionals, such as speech and language therapists, to ensure effective strategies are used to meet children's individual requirements. Staff have established good links with local primary schools as they share relevant information about children to support their learning and development. As a result, children's future moves to school are managed well.

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

An effective key-person system helps children form secure attachments and develop positive relationships with each other and staff. Children are clearly happy, settled and content. Staff provide a warm and welcoming environment, which effectively promotes

children's all-round development and emotional well-being. Children's own work and photographs are displayed around the nursery, to ensure they have a sense of belonging and feel self-assured. As a result, children are comfortable and confident within their surroundings. Children are supported well for their move into the nursery and for the next stage in their learning at school, as staff ensure they are emotionally prepared for change. Parents spoken to at the time of inspection comment that they feel very supported by staff and they are always kept informed about their children.

Children are encouraged to be independent learners as they access their own resources, wash their own hands and help with appropriate tasks during mealtimes. This effectively develops children's confidence and self-esteem. There are good hygiene practices in place and staff support children to manage their own personal needs, which develops their awareness of health and well-being. This is further promoted as children learn about dental hygiene and talk about the importance of brushing their teeth. For example, children recognise that they need to keep their teeth clean to make sure they do not fall out. Nutritious and balanced meals and snacks are offered to children, which develops their understanding of a healthy diet and lifestyle. Children sit well together as a group during mealtimes and staff engage in constant discussion, which successfully promotes their communication and language skills. Staff provide daily opportunities for children to participate in outdoor play and exercise to ensure they are active and develop their physical skills. Children are also involved in occasional outings and walks in the local area, such as visiting the duck pond, which enables them to develop an understanding of their community and the wider world around them.

Staff act as good role models as they effectively manage behaviour in line with children's age and stage of development. They use a calm and consistent manner to reinforce appropriate behaviour. This ensures children understand the boundaries and expectations within the nursery, which results in children behaving well. Staff use constant praise and encouragement throughout children's activities to ensure they feel appreciated. Children have a good awareness of safety as staff talk about the importance of keeping safe and encourage them to take appropriate risks. This ensures that children know and understand how to keep themselves safe during their play and learning.

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

Children are protected well as staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are fully aware of their responsibilities and know the procedures to follow if they have any concerns about children in their care. A detailed range of written policies and procedures are successfully implemented within the nursery. Staff complete risk assessments and daily safety checks to identify any potential hazards and minimise the risk of harm. As a result, children are provided with a safe and secure environment. Staff are deployed well within the nursery and children are effectively supervised to maintain their safety. There are good systems in place for recruitment, induction and vetting to help ensure that staff are suitable and experienced to carry out their role. For example, staff are required to

complete relevant training in safeguarding, first aid, food hygiene and behaviour management.

Staff work together as a team to monitor and evaluate the educational programmes to ensure children are progressing well in all seven areas of learning. Tracking documents are completed so children with identified needs are supported to meet their individual requirements. Performance management systems are in place and staff are effectively supported to further their professional development. They receive regular appraisals, supervision meetings and undertake peer observations to improve the quality of teaching within the nursery. The manager and staff share a clear vision as they show commitment and strive to develop their future practice. They have worked hard to address the action and recommendations raised at the last inspection. For example, they have more effective systems in place for observation, assessment and planning for children to ensure they achieve their next steps in learning. They have also developed opportunities for parents to share information about their children's learning and improved the educational programme for literacy to support children to develop their early writing skills. Self-evaluation is effective as this process supports improvements within the nursery and enhances opportunities for children.

Partnerships with parents are good because staff work closely with them to support children in their learning and development. Parents receive daily feedback, regular newsletters and have access to a good selection of information boards within the entrance of the nursery to keep them informed. Parents are complimentary and make comments, such as 'I love the nursery, staff are friendly and approachable' and 'My child has settled well and really enjoys attending'. Staff work well with external agencies and other professionals to ensure children receive the appropriate support needed for their individual needs. They have also established good relationships with the local authority and local primary schools, which help children continue to make good progress in their learning and development.

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. 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

Unique reference number	EY173165
Local authority	Stockton on Tees
Inspection number	962668
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	64
Name of provider	Judith Crowe-Harland
Date of previous inspection	29/11/2013
Telephone number	01642 554646

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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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