

# Daybreak Nursery

Church Hall, Church Street, High Etherley, BISHOP AUKLAND, County Durham, DL14 0HW

<b>Inspection date</b>	03/11/2014
Previous inspection date	25/11/2009

<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

- Staff plan imaginative, active experiences based on popular story books. This enables children to expand their imaginations and encourages them to use descriptive language as they play.
- A well-established key-person system is in place. This ensures all children, especially very young children and those with special educational needs and/or disabilities, form secure emotional attachments with staff.
- Children's welfare and well-being is very well promoted in the nursery. There is a comprehensive awareness of safeguarding issues among staff, all of whom are suitable to fulfill the requirements of their role and have had appropriate checks carried out.
- Parents are actively encouraged to share their child's experiences from home. Information received is well used by staff to support children's learning both at home and in the nursery.

### It is not yet outstanding because

- Very young children and babies are not always able to independently access and look at photographs of themselves, their families and other special people.
- Occasionally, opportunities for older children to communicate their ideas through drawing in a unique and creative way are not always maximised.

## 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 compulsory part 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 nursery.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and the manager's self-evaluation form.
- The inspector observed teaching and learning activities in both nursery rooms, including the outdoor environment.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the nursery and discussed a range of policies and procedures.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Daybreak Nursery was registered in 1999 on the Early Years Register and the compulsory part of the Childcare Register. It operates from two rooms within a converted church, in the Etherley area of Bishop Auckland, County Durham and is managed by a private individual. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3, including the manager who also holds Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 55 children on roll who 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:

- extend opportunities for the youngest children to further develop independence skills, for example, by ensuring they are able to access photographs of themselves, their families and other special people
- reflect on ways older children express and communicate their ideas through drawing, during group time activities, for example, by reducing the use of worksheets.

## Inspection judgements

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

Staff place high priority on providing stimulating activities and experiences where children can learn through active exploration and play. Staff are experienced and confident and recognise their role in building the right conditions for learning, and know how young children learn. Children thoroughly enjoy the time they spend in nursery. They initiate their own play and are confident in requesting and seeking resources from staff to support their learning. For example, younger children ask for large chalks and begin to make marks on large sheets of paper on the easel. Staff follow their interests well and cover a large space on the floor with paper when children begin to make marks on the wooden flooring. Staff sit alongside them and support them well as they draw lines, circles and other random marks. This supports the development of their physical skills and provides a very good foundation for their future literacy development, when they go to school.

The quality of teaching is consistently and some practice is outstanding. As a result, children make good progress in all areas of learning and development. Practice is

particularly strong in the sunshine room for children aged from two years. Staff provide excellent opportunities for children to develop an interest in reading and storytelling. They encourage children to act out familiar stories in the outdoor environment, which helps them to get to know storylines very well. For example, children hunt around looking for bears, joining in with repeated phrases, such as 'We're not scared!' They use a wide range of descriptive vocabulary before excitedly running back to the safety of their playhouse. Staff read books to children, both indoors and outdoors. They make excellent use of expression to engage and enthuse children. This enables them to listen well to stories read aloud in large and small groups, providing skills required in readiness for school. Older children engage in a range of activities to support their personal, social and emotional development and extend their speaking and listening skills. They thoroughly enjoy small group sessions where they listen and engage with Benji Bear and talk about people who are special to them. However, there are occasions when extension activities, such as worksheets do not maximise opportunities for children to communicate their ideas through drawing in a unique and creative way. Children are provided with very good opportunities to explore and investigate their surroundings and develop problem-solving skills. The outdoor environment has been developed recently to include areas, such as a mud kitchen and a large water system. Children work together to find out how to tip water from one tube to another. They listen to each other and suggest ways they can resolve any problems before collecting the water at the bottom and moving it back to the top to start again.

Staff complete regular and precise assessments of children and use these effectively to plan suitably challenging experiences. They respect and value comments made by parents and incorporate children's learning at home into their learning journals. This ensures an all round picture of a child's development is achieved. Parents spoken to on the day of inspection say how they value the opportunity to take an active part and feel part of their child's learning. Regular opportunities are provided to keep parents well informed about their children's progress. Summaries of learning are produced at various points across the year and shared with parents.

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

The manager and staff provide a welcoming and friendly nursery for children and demonstrate very good practice in meeting their physical and emotional needs. They ensure children's feelings are accepted and they enjoy relationships that are warm, close and supportive. Staff provide space for children to rest and sleep, daily access to the outdoors and change their clothing when they become wet or dirty. This enhances children's emotional and physical well-being. Effective settling-in procedures are in place and children come into the nursery with their parents and carers. Staff obtain detailed information to ensure there is continuity in children's emotional and physical well-being. Children are equally well supported when they move rooms and make the move into local schools. This helps to improve communication and coordination between professionals, staff and families.

Children form good attachments. For example, very young babies are quickly settled by

staff when they are tired. They begin to cuddle in and quickly fall asleep. The manager and staff are highly skilled when supporting all children, especially those with specific and individual circumstances. They skilfully distract children and engage them in activities outdoors and daily routines, such as setting the table for snack time. This enhances their independent learning and enables them to develop a sense of responsibility and belonging. Children are able to find and return what they need. This is because the environment is organised effectively and resources are well labelled and accessible. Independence is further enhanced when children demonstrate safe practices when pouring their own drinks. They access the bathroom independently, attending to their own personal needs. Older children enjoy independently looking at and sharing photographs of themselves and their families. This is because they are easily accessible in the reading area of their room. However, this practice does not currently extend to very young children and babies in the sunflower room. Children are provided with a wide range of healthy foods and snacks, including fresh fruit and vegetables. Very good opportunities are provided for children to develop knowledge about healthy lifestyles. They take part in initiatives where they grow their own potatoes and other vegetables and enjoy the experience of cooking the produce when they are fully grown.

The manager and her staff team consistently give high priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe. Children show a good awareness of safety for their age and demonstrate safe practices when they carry out directed tasks and as they play. Strong links are in place with local schools and children are invited to take part in events, such as a speed awareness day. Children engage in activities to make scarecrows that are positioned in their local community to remind drivers to slow their speed when driving through the village. In addition, children also enjoyed the experience of exploring the police helicopter when it landed on the school field. This significantly enhances children's awareness of keeping themselves safe both indoors and outside of nursery. All staff provide clear guidance for children about what is acceptable behaviour. They ensure children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. Children enjoy making new friends and getting on with others helps them to feel positive about themselves. The rationale of rules and expectations are shared with parents to maintain a joint approach and, as a result, children's behaviour is very good.

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

The manager understands her responsibility in ensuring all policies and practices fully meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment procedures are robust and ensure all staff have Disclosure and Barring Service checks carried out and are suitable to work in close contact with children. All staff understand their role in safeguarding children and regularly update their knowledge using online training and through discussions during staff meetings. For example, they know how to record and act on any unusual marks children may present. They are confident in

knowing who to contact within their local authority if they have concerns regarding the inappropriate behaviour of a member of the staff team. All areas of the nursery, both indoors and outdoors are regularly assessed for risks and any hazards removed, if identified. This ensures all areas, accessed by children, are safe. Children are further safeguarded as all doors are kept locked during the day and robust systems are in place to ensure children are collected by adults known to them and to the staff team.

The manager maintains a good overview of the curriculum and monitors educational programmes well to ensure children are helped to make good progress in all areas of learning. She has secure knowledge of how young children learn and uses this well to support the staff team. As a result, staff are enthusiastic and clearly enjoy working in the nursery. Performance management is well managed and staff training needs are identified through regular observations of practice and supervision. Planning and assessment systems are monitored effectively and the manager spends time in the nursery rooms, gaining first-hand knowledge about what is working well and address issues raised. Documentation for tracking children's progress is in place. This information accurately identifies individual children who are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. Parents spoken to use words, such as brilliant to describe the quality of service provided for their children. They are equally delighted with the manager and her staff team, stating this above all other aspects as the best feature of the nursery. Information received from services, such as speech and language therapy is well used. For example, staff incorporate strategies into their planning. This ensures children get the help and support they need to address their individual needs and circumstances. The views of parents are sought regularly throughout the year and are used effectively to support self-evaluation. For example, their opinions were sought during the recent development of the outdoor area and helped to shape the new provision. Self-evaluation also takes into account the views of staff and children. Views are sought through regular meetings with staff and ongoing discussions and activities with children. The manager demonstrates a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. The manager and staff work well with local authority professionals, which further enhances all aspects of the self-evaluation process.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	314085
<b>Local authority</b>	Durham
<b>Inspection number</b>	868183
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	27
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Joanne Hardy
<b>Date of previous inspection</b>	25/11/2009
<b>Telephone number</b>	01388 835242

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

