

# Nursery Time

117 Commercial Street, Willington, Crook, County Durham, DL15 0AA

<b>Inspection date</b>	02/12/2014
Previous inspection date	30/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are outstanding. Staff are committed to continuous professional development and show high levels of dedication and passion. Consequently, children are motivated and eager to learn and show high levels of excitement as they enter the nursery.
- Highly effective partnerships with parents ensure a collaborative approach to supporting children's learning both in the setting and at home. This promotes a shared approach to meeting the learning needs of children. As a result, children are well prepared for their next stage in learning and are ready for school when the time comes.
- Resources are of a high quality and are frequently adapted to meet the interests and stage of learning of individual children. This ensures that children are fully engaged in their learning and helps to support their excellent progress.
- Leadership and management are inspirational. Staff have very high expectations of themselves and the children. This ethos creates an inspiring and motivating learning environment where children thrive.
- Staff have an excellent understanding of their responsibilities and the procedures for protecting children and regularly refresh their knowledge. They implement robust safeguarding and child protection procedures, which ensures that children are extremely safe within their care.

## 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 observed activities taking place in all of the nursery rooms, the dining room and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector held meetings with the owner, manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Vivienne Dempsey

## Full report

### Information about the setting

Nursery Time was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Willington, Crook, area of County Durham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of whom, all hold appropriate early years qualifications at level 3, including two with level 6 and two with Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 83 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 the already very good opportunities for children to explore the properties of sand, by making it accessible at all times, particularly in the room for those aged three to four years.

## Inspection judgements

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

Highly motivated and skilled staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. The standard of teaching is exceptional with a superb balance of adult-led and child-initiated activities, which are highly challenging and stimulating for children. Planning is highly focused and purposeful. It effectively includes observations of children's interests and information gathered from parents about their learning. Staff provide a high quality and stimulating learning environment both indoors and outdoors. Consequently, children become extremely motivated, eager learners, who confidently lead their own learning. Children's learning and development are closely monitored by their key person. Also, their next steps are clearly identified and feed into meticulous planning. Children make excellent progress given their starting points and individual learning needs, which are exceptionally well met.

Children have excellent opportunities to write for a purpose. They are encouraged to make shopping lists before going to the local shop to buy ingredients to make their own pizzas. Children thoroughly enjoy independently writing letters to Father Christmas and are very excited to post them in the nursery post box. They have also written letters to the Queen informing her about the poppies, which they have created for Remembrance Day. This provides relevant and meaningful opportunities for children to develop their early writing

skills. Children, who are exceeding their expected development for literacy, are challenged further, as this activity encourages them to write short sentences in meaningful contexts. Children thoroughly enjoyed visiting the local post box to post their letters and are eagerly waiting for a reply. Young children also enjoy writing Christmas cards and confidently use chunky pencils to make marks. They greatly enjoy posting their cards in the nursery post box. Children show high levels of curiosity, a 'can do' attitude, energy and fascination as they join in with planned activities. For example, young children thoroughly enjoy making their own pizzas. Staff model how to peel mushrooms for their toppings and children are given time to do it for themselves. They provide lots of specific praise and encouragement, such as 'great peeling' and 'fantastic spreading'. This helps to promote children's confidence and self-esteem further. Children have easy access to all weather suits and wellington boots and have an extremely fun time making prints in the mud and splashing in puddles. Babies have excellent opportunities to tackle a range of levels and surfaces, including flat and hilly ground, pebbles and smooth floors. Young children also have access to an indoor climbing station, where they have great fun crawling and walking up the ramp and sliding down the slide. They also show great interest in the views that they can see from the window when at the top platform. Children talk to staff about the different things that they see, such as, people walking by, the different forms of transport and birds flying by. Staff have further developed their interest and have taken photographs and made a picture book of the things that they have seen from the window. This provides excellent opportunities to develop young children's early speaking skills giving them the confidence to talk about the things that they have seen.

Highly effective learning journals and tracking records give an accurate overview of children's progress over time. Planning information boards are displayed and parents are encouraged to share children's achievements from home. Regular consultations with parents, such as parents' evenings, provide excellent opportunities for them to discuss their child's progress with their key person. Staff provide skilful guidance and support in a sensitive manner to enhance children's learning at home, such as, behaviour management and communication and language. Consequently, this has a very positive impact on the progress children make. Staff work closely with parents to ensure all children are fully included and their individual learning needs are met. For example, to fully support children, who are exceeding expected stages of development, staff work closely with parents and teachers from the school they will attend. This helps to ensure they are challenged at all times and continue to make excellent progress. Regular summaries of children's learning are completed, along with the progress check for those between the ages of two and three years and shared with parents and relevant agencies. This ensures that progress, which is less than expected, is identified early and additional support is put into place with great effect to ensure any gaps are closed. This successfully helps to prepare children to move onto the next stage in their learning.

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

Children develop strong affectionate bonds with caring adults, who are extremely responsive to their needs. There is a very effective key-person system in place that ensures staff get to know children and their families extremely well. Settling-in sessions are arranged flexibly and tailored to meet the needs of children and their families. Parents

complete 'All about me' forms, which provide in-depth information about children's preferences, starting points, interests and care needs. Staff liaise with parents regularly and exchange information about their child, which promotes continuity of care and learning. Therefore, children are extremely well settled, happy and confident. 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.

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 develop positive relationships with other children as they play together and share equipment fairly. Children are extremely independent. They confidently select their own resources from an extensive and varying range of easily accessible resources and activities. However, the sand is not always easily accessible, particularly in the room for children aged three to four years. Staff positively encourage children to learn excellent self-help skills. For example, children collect their own cutlery and cup and set their own place at the lunch table. They serve their own meals and drinks and confidently clear their plates when they have finished. Children are also encouraged to put on their own wellington boots, coats and all weather suits before they go outside. They are extremely confident and keen to try new activities because they know that staff are close by for support if needed. Therefore, children are prepared exceptionally well for future moves to other settings.

Children develop an excellent awareness of health and safety through the daily routines, discussions and activities. For example, children are provided with healthy snacks in line with their dietary requirements. They enjoy serving themselves fruit and milk or water and are learning to make healthy choices independently. Children are beginning to understand the importance of washing their hands and are encouraged to check that their hands are clean. They are supported extremely well in gaining an excellent understanding of how to keep themselves and others safe. For example, they take part in regular fire drills and staff also remind children to be careful when walking on the wet grass because it is slippery. Staff talk to children about the dangers of walking up the steps on the slide with wet wellington boots and how they need to move the slide further back, so they have room to come down the slide without hitting the small fence. As a result, children learn to think about risks and how to manage them.

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

The management team demonstrate an excellent understanding of their role and responsibilities in meeting the requirements of the Early Years Foundation Stage and of ensuring the nursery is effectively organised. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. Comprehensive risk assessments

are reviewed regularly and daily safety checks are completed to identify and minimise any hazards. Consequently, children are cared for in an extremely safe environment. There are robust, safe recruitment systems in place to ensure that children are always cared for by suitable adults. The induction procedure ensures that new staff are aware of the nursery's policies and procedures, especially in relation to safeguarding practices. Staff are aware of and comply with the safeguarding policy. This contains detailed procedures to follow should staff identify any concerns with children and in the event of an allegation being made against a member of staff. There are clear restrictions on the use of mobile telephones within the nursery, which staff understand and adhere to. Staff hold appropriate childcare qualifications and access training to ensure continuous professional development. Legally required records for children's welfare are accurately maintained and retained. For example, attendance records are accurate and the recording of accidents and administration of medication are robust and kept for three years after children leave the setting.

The management team have an exceptional understanding of their responsibilities to monitor the delivery of the educational programmes. The setting is staffed by an extremely well-qualified and experienced team, who have a secure knowledge of how children learn and develop. This has a positive impact on the outcomes for children because activities are purposeful and meet the needs and interests of those, who attend. Staff monitor children's progress extremely well and effectively share their achievements with parents. They are supervised well through regular supervisions, peer observations and appraisals. This helps to identify staff training needs and further improve the quality of teaching. Staff engage regularly in team meetings, where they review and evaluate practices and procedures. They gain feedback from parents through questionnaires and receive advice from the local authority. Consequently, planned improvements are highly relevant and the precise targets meet the needs of the children extremely well.

Partnerships with parents are extremely strong. Parents speak highly of the staff team and say that children are happy and making excellent progress. They share in child's learning experiences particularly well through regular parents' evenings and easy access to their child's individual learning journey. Further to this, staff provide regular up-to-date information about the activities and events taking place through noticeboards, newsletters and daily chats. Links with other settings are strong. This ensures that information is effectively exchanged to provide continuity of care and learning. For example, staff invite new teachers to the nursery, which means that children are familiar with their teacher before they start school.

### **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

<b>Unique reference number</b>	314137
<b>Local authority</b>	Durham
<b>Inspection number</b>	868186
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Mr John & Mrs Susan Brown Partnership
<b>Date of previous inspection</b>	30/06/2009
<b>Telephone number</b>	01388 747 143

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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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