

Inspection date

04/12/2014

Previous inspection date

03/03/2010

The quality and standards of the early years provision

This inspection:

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

- The quality of teaching is good. Staff have high expectations of the children and plan challenging activities to build on individual children's learning. This means that children make good progress given their starting points.
- Children's emotional well-being is promoted effectively because staff form positive, caring and nurturing relationships with them. As a result, children develop a strong sense of belonging, behave well and become confident and active learners.
- Robust safeguarding procedures ensure that staff thoroughly understand their responsibilities for protecting children. Consequently, staff are confident in their roles and children are kept safe from harm.
- Staff develop strong and effective partnerships with parents. They communicate well to identify children's needs and share children's achievements. As a result, parents feel involved in all aspects of their child's development and continue the learning at home.

It is not yet outstanding because

- The monitoring of staff performance is not always sharply focused on areas of practice for staff to develop to help them enable children to reach the highest levels of achievement.
- There are fewer natural resources that can be used in a variety of imaginative ways available in the indoor environment to promote children's exploratory play and language development.

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 in the play rooms, during mealtimes and during outdoor play.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with both the provider and deputy manager, and spoke to staff throughout the inspection when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and discussed the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to on the day, and from questionnaires completed by parents.

Inspector

Lois Wiseman

Full report

Information about the setting

Kirklands Nursery opened in 1984 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three main rooms on the ground floor of a large, converted house in Barnard Castle, County Durham. The nursery is privately owned and managed, and serves the immediate locality and also the surrounding areas. All children share access to an enclosed outdoor play area. The nursery currently takes children from two years of age. The nursery is open each weekday from 7.30am to 6pm, all year round, except bank holidays and the Christmas period. There are 27 children on roll, who are all in the early years age range and they attend for a variety of sessions. 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. There is a staff team of six, five of whom hold appropriate early years qualifications at level 3. 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:

- take every opportunity to provide a consistently sharp focus when monitoring staff performance, to make maximum use of the impact of staff's practice on the learning and development of the children
- include more natural, open-ended resources, for example, cones, shells, bark, feathers and pebbles, to promote children's exploratory play and language development even further.

Inspection judgements

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

Teaching in this friendly and inviting nursery is good because staff have a very strong understanding and knowledge of the Early Years Foundation Stage. Staff appreciate how young children learn and readily celebrate each child's uniqueness. Consequently, children are well supported and make good progress in their learning. The educational programmes are varied and exciting, offering children choice across all areas of learning. Staff ensure that the learning environment is well organised, both indoors and outside, allowing children freedom of movement and choice in their activities. As a result, children are enthusiastic to take part, acquire new skills and become confident, active learners. Children's curiosity is ignited by the range of activities available. For example, they use wooden blocks and guttering to help balls move from one area to another, and enjoy creating their own pictures using a computer program. However, in the indoor

environment there are fewer natural resources that can be used in a variety of imaginative or creative ways to promote children's exploratory play even further. Staff interact well with the children, sharing stories and asking a wide range of questions to support, challenge and help promote the children's thinking. This means that children have the skills, attitudes and dispositions they need to be ready for the next stage of their learning and school.

Staff clearly know their key children very well and have high expectations of how children could make further progress. They use knowledge from discussions with parents to plan for the children's interests. As a consequence, children's interests are promoted and used effectively by staff when planning activities to extend children's learning. The key-person system is well embedded and staff observe their key children carefully and meticulously. Each child has a comprehensive learning journal containing a variety of observations and assessments, annotated photographs and purposeful next steps. This attention to detail means that the children are assessed accurately. The effective teamwork ensures that the children's interests are noted and acted upon. For example, children's next steps are shared with all staff, including those working part time, helping to provide the right stimulus consistently for each child, according to their changing needs. Staff then plan appropriate targets to help the children progress further.

The nursery recognises the importance of working in partnership with parents. Staff share the children's learning and progress with their parents, whose comments are noted. They use a variety of different methods, such as daily discussions, sharing learning records and using a blackboard displaying key information for each day. As a result, parents feel positive about the nursery and valued as equal partners in the education process of their children. Parent involvement is further enhanced by the wide range of information available to them. Children with special educational needs and/or disabilities are supported effectively by the skilled staff. The managers have robust procedures in place to monitor any needs an individual child may have. As a result, children make good progress relative to their starting points. The special educational needs coordinator liaises regularly with other staff members and other relevant professionals, to make sure that the care and development arrangements are consistent. This ensures a high quality of care and learning is given to all children.

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

Children's emotional well-being is given the highest priority within the nursery. Caring, friendly and sensitive staff support children in forming secure attachments from the day that they arrive. Consequently, children are happy, confident and behave well. Staff make the care of each individual child the strong focus of everything that they do, ensuring that the children's care needs are met thoroughly. Children are cheerful when they arrive and move eagerly and excitedly into the play areas. Settling-in routines are very flexible and parents speak positively of this process 'I'm very happy with the care that my son receives here. The staff were brilliant when he was settling in'. As a result, children's well-being is promoted well and the input from parents is both valued and respected. Staff are consistent in their approach to positive behaviour management and the way in which they

promote good manners. For example, staff use eye contact, the children's names, and verbal and non-verbal praise. They remind children to ask permission before leaving the table. This means that, children develop good, valuable personal and social skills. Children move freely around their bright and appealing learning environment as the resources are stored at low level and easily accessible. They enjoy their independence by choosing their toys and resources to enhance their play, developing their self-confidence even further. A healthy attitude to exercise is promoted because outdoor play is highly valued at the nursery. Children enjoy the social aspect of their play with each other. For example, children delight in creating their own tickets for their train journey, and giggle as they carefully climb the wooden platform with each other to reach the musical instruments. Children learn to take safe risks as they negotiate space and height on climbing equipment. This means that children become confident and capable learners as they learn to manage risks in their play.

Staff are fully committed to the promotion of healthy living in the nursery. Children access the toileting areas independently, and staff are sensitive when supporting the younger children in their care routines. The children are kept safe by learning about the importance of hand washing. Children are offered fresh, nutritious and balanced snacks, such as pieces of apple and banana, crackers, and water or milk to drink. This focus on being healthy is extended to providing information to parents about healthy lunchboxes. Consequently, this whole approach is reinforced at home and children's health and physical well-being are promoted effectively.

Staff place great value on the safety and care of the children at the nursery. Robust procedures are in place to keep children safe, and staff are vigilant as they allow children to explore the environment. Staff are consistent in their approach to safeguarding and are fully aware about the procedures for dealing with a potential safeguarding issue, as well as whistle-blowing. As a result, children are kept safe from harm. Staff liaise effectively with teaching staff from the local primary schools to ensure that the links for care and development are both established and strengthened. Parents are also involved in this process. Consequently, the children's move into school is as seamless as possible.

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

Leadership and management are good. The managers are organised, enthusiastic and take a proactive approach to managing the nursery. They demonstrate good understanding of the Early Years Foundation Stage and are fully aware of their responsibilities in ensuring the safe and efficient management of the nursery. Robust safeguarding procedures and recruitment of staff help to keep the children safe. Comprehensive induction procedures mean that the policies concerning health and safety are adhered to effectively. Staff have undertaken safeguarding training and demonstrate that they are confident in understanding the action they would take in a potential safeguarding issue. All policies and procedures are reviewed regularly, helping to ensure practice remains safe. Thorough health and safety checks are carried out daily on all areas used by the children. Consequently, staff are assured in the knowledge that children are

cared for in a safe environment.

The staff work well together and collaborate to self-evaluate and implement positive changes around the nursery. During meetings, staff members are given many opportunities to contribute their ideas and suggest improvements to practice. Supervisions and appraisals help managers to monitor staff performance and identify areas for development. However, the outcomes of these sometimes do not provide the sharp focus needed in order to both pinpoint further areas of professional development, and ultimately bring children's learning and development to the highest level. Managers and staff share a key vision for the future. They are aware of how they wish to keep moving the nursery forward, and contribute towards the nursery development plan. The monitoring of procedures and the assessment process reflect positively on practice and outcomes for children, as they are supported effectively. As a result, the staff make up a quality team fully committed to providing the best for the children.

There is a clear commitment to self-reflection and staff are encouraged to evaluate their practice according to their roles and responsibilities. The positive two-way partnership with parents enhances this positive approach, enabling staff to review their daily practice effectively. Staff make parents feel very welcome in the nursery, and their warm comments in questionnaires demonstrate how happy they are with the level of care and education their children receive. For example, one parent comments about her daughter settling into the nursery 'The established routines have made her feel confident in her new environment, and she is safe to explore a wide variety of experiences'. Staff work in close partnership with local schools to ensure that there is a consistent approach, so that children make good progress relative to their needs and abilities. As a consequence, children's learning is complemented, and the move into the next stage of learning is as smooth as it can be.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	314119
Local authority	Durham
Inspection number	865042
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	27
Name of provider	
Date of previous inspection	03/03/2010
Telephone number	

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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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