

Dean Bank Early Years

12 Beaumont Street, Ferryhill, County Durham, DL17 8PH



Inspection date

9 February 2015

Previous inspection date

7 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Induction procedures are not always implemented effectively to ensure supply staff have a sufficient and thorough understanding of safeguarding procedures in the nursery.
- The quality of teaching is too variable. Some activities are not matched well enough to older children's learning needs. Therefore, children do not always make the best possible progress.
- Monitoring procedures are not sufficiently focused to identify inconsistencies in staff practice to maintain good quality across the nursery.

It has the following strengths

- Training has a positive impact on children's learning. Staff have effectively implemented a programme of work focusing on popular story books to enhance children's interest in reading. This supports children's readiness for school.
- Partnerships with the attached children's centre are strong. Joint activities support parents and children and positively impact on meeting children's needs.
- The manager supports her staff team through appropriate supervision arrangements. This helps staff improve their practice and promote children's achievements.
- Staff support older children to become independent. For example, by encouraging them to serve their own food at lunchtime.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure induction training is implemented effectively to ensure supply staff understand safeguarding policies and procedures, should they have a concern about a child in their care
- improve the quality of teaching by ensuring staff who work with the older children use assessment information effectively to plan and provide activities which support and extend children's learning.

To further improve the quality of the early years provision the provider should:

- improve the effectiveness of monitoring procedures to ensure that teaching and staff interactions with children are consistent, to maintain good quality practice across the whole nursery.

To meet the requirements of the Childcare Register the provider must:

- ensure all staff receive training on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register).

Inspection activities

- The inspector viewed all parts of the nursery accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at, and discussed, improvement plans with the manager.
- The inspector observed teaching and learning activities in both nursery rooms and the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the provider and manager of the nursery and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Nicola Jones

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Not all children make good progress because practice is inconsistent across the nursery. Staff who work with the older children do not always ensure planned activities and experiences match all children's needs and challenge them sufficiently. Sometimes group times are not well organised. For example, not all children have the opportunity to talk about the pictures when sharing stories during small-group activities. Staff support younger children well to develop their communication and language skills. When children try to say a word, staff repeat it back so they can hear the name of the object clearly. Children with special educational needs and/or disabilities are generally supported well to make progress. Advice from external agencies is used appropriately and threaded into daily planning. Good opportunities are provided for outdoor learning. Children engage in imaginative play, filling old pans with mud and water and pretending to heat them up on the cooker. Partnerships with parents are a positive strength of the nursery. They are provided with good opportunities to be involved in their children's learning and regularly share examples of their child's learning and development at home.

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

Most staff have a generally good understanding of children's safety. Children behave well and show a good awareness of routines throughout the day. They respond appropriately when they hear the sound of the tambourine, indicating activities, such as group time, are about to begin. Staff work closely with parents when children first start, which helps children settle easily into nursery. This provides continuity in children's emotional and physical well-being. High levels of care are provided throughout the nursery, and staff ensure they spend time with each individual child. As a result, children are confident, motivated and show a willingness to explore and try new things out for themselves.

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

The manager has a generally good understanding of her responsibility to protect and safeguard children. The environment is risk assessed daily to identify and minimise hazards. However, on the day of inspection, an agency member of staff did not receive adequate induction training. As a result, safeguarding practices are not robust. The manager understands her role in monitoring the delivery of the educational programmes and maintains an overview of activities provided. She uses her higher-level qualification reasonably well to monitor the quality of teaching and learning provided. However, monitoring procedures are not sufficiently focused to identify inconsistencies in staff practice, to maintain good quality across the nursery. Children's assessments are monitored well. This identifies where correct intervention may be required, and targeted programmes put in place, to meet children's individual needs. The manager demonstrates sufficient ability to identify and make required improvements. She consults with parents, staff and children to identify areas for development and uses information to enhance practice and provision for children.

Setting details

Unique reference number	EY281593
Local authority	Durham
Inspection number	1003578
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	43
Name of provider	Sure Start- Ferryhill and Chilton
Date of previous inspection	7 March 2011
Telephone number	03000 269086

Dean Banks Early Years was registered in 2004 and is attached to Dean Banks Children's Centre. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including the manager who holds Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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