

Maidendale Nursery

Maidendale House, Burnside Road, Darlington, County Durham, DL1 4SU



Inspection date

27 April 2015

Previous inspection date

28 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- This is a happy and nurturing environment in which children thrive. Good relationships with staff and the high level of care make sure that children feel safe and secure.
- The motivated staff team provide a wide variety of stimulating activities and good quality teaching in a vibrant learning environment. Because of this, all children make good progress in their learning and development relative to their starting points.
- Partnerships with parents are strong. Parents are successfully involved in their children's learning and they are kept fully informed of their ongoing achievements.
- The nursery is well led by the qualified, experienced and highly-motivated management team. They ensure robust recruitment and vetting procedures are in place. These help to ensure that adults working with children are suitable to do so and committed to providing good quality care.
- Children with special educational needs and/or disabilities are well supported through effective partnership work with parents and relevant professionals.
- A comprehensive self-evaluation is undertaken on a frequent basis with the views of parents, staff and children taken into account. This ensures continuous improvement.
- Children are well safeguarded. Staff have a good understanding of their responsibilities for child protection and are confident in this role. Risk assessments ensure that any potential dangers to children are minimised.

It is not yet outstanding because:

- The provider does not always enable individual staff to share what they have learnt on training courses to help develop practice even further in all the nursery rooms.
- Staff do not always sit with children at mealtimes so they can encourage conversation and model good social skills.

What the setting needs to do to improve further

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

- enable staff to fully share what they have learnt on training with their colleagues who work in other areas of the nursery so that all children benefit from this gained knowledge
- use mealtimes as an opportunity as an additional way to develop children's communication and language by encouraging staff to sit with the children to encourage conversation and to act as positive role models to enhance their already good social skills even further.

Inspection activities

- The inspector had a tour of the premises and conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation, and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Lindsey Pollock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Good quality play and effective teaching mean that children learn successfully and are well prepared for school. Children's progress is carefully monitored and the next steps for their learning are effectively planned for. Staff give children's language development high priority, including children whose first language is not English. For example, where needed, the skills of an interpreter are used to ensure all children make rapid improvement. Although mealtimes present an opportunity for children to develop their independence as they serve their food, staff do not use this time to sit and talk to children and model good social skills. Staff plan many different ways for children to develop their literacy skills through making marks. Children have lots of fun as they use paintbrushes and water to make letters and marks in the outdoor area. They enjoy listening to stories or looking at books on their own. Books are used as a stimulus for planned activities, such as a story about a caterpillar read before an exciting bug hunt in the garden.

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

Children have strong attachments with the warm and nurturing staff who care for them. Settling-in procedures are very much tailored to the individual needs of children and their families. Lots of information is gained about babies' and children's routines, likes, dislikes and interests. This helps to ensure a happy and smooth transition between home and the childcare provision. The nursery values all children individually and celebrates their differences and similarities effectively. Staff teach children to share and take turns and understand how their actions could affect the feelings of others. Care is taken to ensure all children are well supported when moving into a different room or on to school. This builds children's confidence and supports their emotional well-being. Staff help children to understand the importance of developing a healthy lifestyle through an emphasis on healthy eating, and daily physical exercise. Children trust the staff and feel safe as is shown by their confidence in making independent choices as they access all areas of the outdoor provision.

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

The management team provide clear leadership to the nursery and use the knowledge and expertise of their higher qualified staff to help them continually drive improvements forward. As a result, all staff are ambitious for the nursery provision and the children. Actions and recommendations raised at the last inspection have been successfully addressed to bring about improvement to children's care and learning. Staff are encouraged to undertake a wide range of training courses relevant to their job role. They successfully implement what they have learnt in their base rooms. However, they are not always given the opportunity to share their increased knowledge with the wider staff team so all children can benefit from this. Effective supervision and monitoring of staff practice ensure the good standards are maintained and staff feel supported and valued. This results in a settled, positive environment in which to care for children.

Setting details

Unique reference number	EY358816
Local authority	Darlington
Inspection number	1011132
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	163
Name of provider	Firth Moor & District Community Assn Committee
Date of previous inspection	28 March 2014
Telephone number	

Maidendale Nursery was registered in 2004. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. One member of staff holds Early Years Professional status. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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