

Craghead Childcare Centre

The Middles, Craghead, Stanley, County Durham, DH9 6AG



Inspection date

8 May 2015

Previous inspection date

15 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children's emotional needs are very well met by staff who know the children well. Children therefore develop feelings of security and confidence and settle quickly in the warm and welcoming environment.
- Partnerships with parents and other agencies are strong. They play a key part in how staff support children's individual needs and support all children to make good progress based on their individual starting points.
- The quality of teaching is good. Children make steady progress because staff know and understand what children need to learn. Staff complete regular assessments and plan activities that reflect children's individual needs and interests.
- All staff have a good understanding of safeguarding procedures. Clear policies and procedures ensure they know what to do if they have concerns about a child. Thorough risk assessments ensure all areas, activities and equipment are safe for children.
- The provider and manager are dedicated, enthusiastic, and committed to driving improvements forward. Focussed plans clearly identify priorities for development and include the views of staff, parents, carers and children.
- Staff work closely with local schools to ensure that children are emotionally well prepared for their move to school. They arrange visits and display photographs of the school buildings and teachers the children will meet. Staff share observations and assessments with school teachers in order to support children's learning.

It is not yet outstanding because:

- On occasion, less-experienced staff miss opportunities to enhance child-led activities and maximise children's learning.

What the setting needs to do to improve further

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

- support less-experienced staff to enhance children's learning through consistently good interactions, for example, through a more targeted and regular approach to staff observations of each others practice.

Inspection activities

- The inspector held discussions with the manager and provider, and conducted a joint observation with the manager.
- The inspector observed activities in all areas, indoors and outdoors.
- The inspector checked staff qualifications and suitability.
- The inspector spoke to a selection of parents on the day.
- The inspector spoke to staff and children at appropriate times throughout the day.
- The inspector looked at a sample of documents including policies, procedures, and planning and assessment documentation.

Inspector

Clare Wilkins

Inspection findings

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

Staff complete accurate assessments of children's learning and use this alongside their knowledge of the children to plan a range of exciting, challenging activities. Activities are based on children's interests and their next steps in learning. Children are particularly well supported in communication and language skills as staff skilfully question, repeat phrases and provide new words and ideas into children's play. Children spend most of their day outdoors with access to a wide range of resources and activities that support all areas of development. Staff skilfully extend children's learning through purposeful interactions. However, on occasion, less experienced staff do not make the most of opportunities to enhance children's learning. For example, they do not always join imaginative games led by the children, overlooking chances to develop children's imagination and creative thinking. Children learn about the world around them as they discover worms and discuss how worms move without bones. Children work together to solve problems as they build bridges with large blocks. They remove blocks from towers to make them the same height and move them closer to allow a plank to reach both sides. Staff provide a wealth of creative activities as children explore flour with their toes and pretend to make pies from coloured rice. Parents are involved in their children's learning as they help to identify starting points and share information about children's home learning with staff. Staff work extremely well with external agencies to support children whose starting points are lower. Consequently, children make more rapid progress and are better prepared for school.

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

Staff form secure attachments with children that help them to be confident and motivated to learn. Babies thrive in a nurturing, supportive environment as staff care for them in a calm and reassuring manner. Older children are encouraged to be independent as they manage their own needs in the bathroom and serve their own lunch. Staff maximise opportunities to support children's understanding of staying safe. For example, children talk about using safety mats in the outdoor area before they walk across a bridge they have made from large bricks. Staff are good role models for children as they demonstrate good manners and show respect to each other and the children. They have clear, consistent expectations of the children. Consequently, children's behaviour is good.

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

The manager is well qualified and committed to her own development. She has applied her knowledge and experience to clearly identify strengths and priorities for improvement, including effective training plans to enhance the already good standard of teaching. The manager is a positive role model and strong mentor. Staff are skilled and qualified, which has a positive impact on children's learning. Updated policies and procedures underpin good practice which are fully implemented by the team. Staff observations of each others practice have been introduced and are beginning to have an impact on sharing good teaching practice but are not yet embedded.

Setting details

Unique reference number	EY293651
Local authority	Durham
Inspection number	856390
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	72
Name of provider	Craghead Development Trust Limited
Date of previous inspection	15 March 2012
Telephone number	01207 281 597

Craghead Childcare Centre is owned and managed by the Craghead Development Trust Limited and was registered in 2004. It operates from rooms within purpose built premises in the Craghead area of Stanley. The provision is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The group provides funded early education for two-, three- and four-year-olds. The setting employs 12 childcare staff of whom 10 hold appropriate early years qualifications at level 3. The manager holds a recognised early years qualification at level 5.

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