

Bolland Hall Day Nursery

Bolland Hall, Pottery Bank, Bullers Green, MORPETH, Northumberland, NE61 1DF



Inspection date

21 May 2015

Previous inspection date

24 November 2010

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

- The quality of teaching is good as staff follow and extend children's individual interests. The children are enthusiastic and motivated learners, who confidently explore the whole environment while following their own interests and ideas. As a result, all children make good progress in their learning and development.
- Partnerships with parents are very good. Staff use highly effective information-sharing practices, to involve parents in children's learning and promote a shared approach to their care and education.
- Staff have created a friendly, nurturing environment. Children develop strong affectionate bonds with staff, through a well managed key-person system. As a result, children are confident, happy and ready to learn.
- Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of written policies and procedures are implemented successfully to ensure children are well protected.
- The arrangements to help children settle into the nursery and move to new settings, including school, are well planned. This means that children are emotionally well prepared and their self-confidence is effectively supported.
- Self-evaluation systems are used to reflect on daily practice and identify areas for future development. This shows staff have a good capacity to maintain continuous improvement.

It is not yet outstanding because:

- Children's opportunities to always make independent choices have not been fully explored, as staff choose the activities that are set out before each session starts.
- Younger children sometimes become distracted and unsettled because staff do not always fully consider their needs when planning group time.

What the setting needs to do to improve further

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

- review the current routine, to allow further opportunities for the children to extend their independence, by choosing more of their own resources during free-flow play
- ensure younger children are not distracted during group times, and that they can all fully participate in age-appropriate and stimulating activities.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas, and talked to the staff and children.
- The inspector looked at a sample of policies, evidence of staff suitability checks, children's development records and discussed procedures to supervise staff.
- The inspector carried out a joint observation with the manager.
- The inspector considered the views of parents spoken to on the day.
- The inspector discussed the setting's self-evaluation and improvement plan.

Inspector

Maureen Sheekey

Inspection findings

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

Staff are skilled practitioners who are confident in their teaching; this has a positive impact on children's learning. Staff observe children to find out what their interests are and encourage them to become independent learners. However, there are some missed opportunities to develop this further by encouraging children to choose activities they would like to play with during free play. Staff give high priority to promoting children's development in language and literacy. They constantly engage children in conversation as they play, and encourage them to answer questions. This means children become confident communicators and supports children's critical-thinking and problem-solving skills. However, younger children do not always get the most from the adult-led circle time. Children benefit from daily opportunities to play outside and staff use the space as an extension to the indoor learning environment. For example, they have added an outdoor kitchen which children and parents discuss enthusiastically. Staff work closely with other professionals to ensure children's needs are well supported.

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

Staff act as good role models and provide children with clear guidance and simple explanations. Therefore, children's behaviour is very good as they fully understand the boundaries and expectations. Children are kind and caring, as staff teach them about being thoughtful. For example, they actively share resources, in particular the dressing-up clothes. All children behave well, and show respect for staff and their friends. Children are provided with a selection of balanced meals and snacks, follow good hygiene practices and have daily opportunities to participate in physical play. This effectively promotes healthy lifestyles. Children are learning to take on small jobs, which they choose to do, such as handing out the cups and biscuits at snack time, and clearing plates from the table. Children are also learning to take care of their own well-being. They independently use the bathroom and wash their hands confidently. Staff regularly praise them for their efforts. Consequently, children's emotional well-being is effectively promoted.

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

The manager and staff have high expectations for the children. They welcome support from the local authority and have addressed the actions raised in the previous inspection. For example, risk assessments cover all areas. There are safe recruitment procedures, with all disclosure and barring checks completed and recorded. This ensures that all adults associated with the nursery are suitable. Staff are deployed well to ensure that children are closely supervised and ratios are well maintained at all times. This effectively supports the safety and security of all children. Management support staff well through regular supervision sessions, and ongoing professional development and training opportunities. The manager has a good understanding of the areas to develop in the nursery and an improvement plan is in place. She also has a positive approach to evaluating the quality of teaching and provides regular feedback to staff on their practice.

Setting details

Unique reference number	301758
Local authority	Northumberland
Inspection number	864706
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	39
Name of provider	Bolland Day Nursery Ltd
Date of previous inspection	24 November 2010
Telephone number	01670 511977

Bolland Hall Day Nursery was registered in 1992. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one holds a level 2, and one has Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8.15am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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