

Durham University Day Nursery



Haworth Building, Pelaw Leases Lane, Durham, County Durham, DH1 1TA

Inspection date	17 June 2015
Previous inspection date	11 August 2009

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 highly qualified staff team effectively observe, assess and monitor children's progress. As a result, planning for next steps in children's learning and development is effective and they make good progress in readiness for school.
- Children form strong bonds with their key person and other adults who care for them. Staff work closely with parents who share information from home, which enables them to plan for their children's initial starting points and care routines.
- Children behave well because they receive good support from staff. They learn to share as they play together, which creates an extremely positive atmosphere throughout the nursery.
- Staff are secure in their knowledge of how to protect children and know what action to take should they have concerns. This ensures children are protected and supported while in their care.
- Parents speak highly of the nursery and state they are well informed about their children's care and learning.

It is not yet outstanding because:

- Staff do not always consistently use a range of teaching strategies, such as using questions that require children to think or give them sufficient time and space to explore an activity.
- Resources in the outdoor area do not provide ample opportunities for children to extend their understanding of the world through the use of natural resources.

What the setting needs to do to improve further

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

- support children to make even better progress by posing questions that encourage them to think and find their own responses, and give children time and space to explore an activity before introducing something new
- enhance the outdoor learning environment with more natural resources, so that children have more opportunities to investigate and explore.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector spoke to members of staff and children during the inspection.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Lynne Pope

Inspection findings

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

Key persons know their children well and confidently talk about their progress and any gaps in their learning. Staff are very good at providing resources for children to explore as they notice their interests. For example, they fill a bowl with water and put it in the sand tray when babies show an interest in the sand. However, in their enthusiasm for the activity, staff sometimes overwhelm children by rapidly introducing more bowls, rather than giving them time and space to explore on their own. Staff engage in constant discussion and model language during children's activities. For example, they repeat words for very young children. Older children eagerly describe a recent outing. Staff use questions to encourage children's communication and language development. However, they are not consistent in using challenging questions to encourage children to use their thinking skills. Staff use key words in children's home languages to promote their understanding of English and to develop a good sense of belonging.

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

Good access between the indoor and outdoor areas enables children to choose where they wish to play and encourages their decision-making skills. Children particularly enjoy playing with the water as they fill watering cans. However, natural resources are limited for children to extend their play and understanding of the world by exploring and learning what they can do with them. Staff successfully promote healthy lifestyles as children benefit from nutritious meals and snacks. Children's independence is encouraged. They learn how to use tools safely and successfully as they cut up different fruits and vegetables. Pre-school children enjoy using the scissors. Staff give guidance for less-able children, which promotes their self-esteem as they manage to cut the paper. Children are well supported with their move between the nursery rooms and on to the next stage in their learning at school. As a result, their emotional well-being is supported.

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

The management team conscientiously meets the requirements of the Early Years Foundation Stage. The new manager has been in post for a few weeks and demonstrates a strong drive for improvement. She has quickly evaluated the strengths and weaknesses in the nursery and put action plans in place to improve. For example, staff working hours have been changed, so that the same member of staff is able to greet parents on arrival and feedback back to them when they collect their child. This promotes continuity for children and parents. The manager monitors children's progress. This helps her to identify any gaps in the learning of individuals or groups of children and enables her to act promptly to ensure their learning is progressive. Staff's ongoing suitability is monitored. Staff's supervisions are carried out and courses identified to continue their professional development. For example, baby room staff have attended a course on working with babies. This has a positive impact on the delivery of good quality teaching.

Setting details

Unique reference number	EY257491
Local authority	Durham
Inspection number	860452
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	90
Number of children on roll	142
Name of provider	Durham University
Date of previous inspection	11 August 2009
Telephone number	0191 3348153

Durham University Day Nursery was registered in 2003. The nursery employs 32 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including one member of staff with Early Years Professional status and eight staff with BA (Honours) degree in Early Childhood Studies. 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. The nursery supports children who speak English as an additional language.

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