

Witton Gilbert Nursery

Witton Gilbert Primary School, Sacriston Lane, Witton Gilbert, County Durham, DH7 6TF



Inspection date

29 June 2015

Previous inspection date

8 December 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting meets legal requirements for early years settings			

Summary of key findings for parents

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

- The management committee have failed to notify Ofsted of changes to members of the committee associated with the nursery.
- Opportunities for children to extend their already good communication skills even further during large-group activities are not always maximised.
- Review procedures are not sufficiently focused on how groups of children are progressing, in order to raise their achievements to the highest level.

It has the following strengths

- Staff provide high levels of care. As a result, children are motivated and show confidence in exploring the vast range of activities and experiences presented to them.
- Partnerships with parents are excellent. They are encouraged to share and support their child's learning in a highly effective way.
- Children's emotional well-being is supported exceptionally well by staff when they move into the nursery and then on to school. Excellent partnerships are in place with the local toddler group, Reception class in the host school and other schools that children attend in the area.
- Good use is made of the views of parents, staff and children to identify areas for improvement within the nursery. This enhances the provision and supports children's achievements.
- Staff are well qualified, which has a positive impact on children's experiences. They are supported through effective supervision and training, in order to improve the quality of their teaching.

What the setting needs to do to improve further

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

- strengthen good teaching even further, by ensuring all activities delivered at large-group time, maximise opportunities for children to talk for extended periods of time
- enhance procedures for reviewing children's assessments, by analysing how groups of children are progressing, in order to target intervention even further and promote their achievements to the highest level.

Inspection activities

- The inspector viewed all areas of the nursery accessed by children, including the outdoor environment.
- The inspector checked evidence of the suitability and qualifications of staff working with children and looked at and discussed the manager's self-evaluation.
- The inspector observed teaching and learning activities in the main nursery room and outdoor environment.
- The inspector carried out a meeting with the manager 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 is good

The quality of teaching is consistently good and some practice is outstanding. Where practice is strong, staff make excellent use of questions to encourage children to think and extend their learning. Consequently, children make good progress in their learning, which prepares them well with the skills they need for school. Children who speak English as an additional language are supported very well to develop their communication skills. Staff make good use of advice from external agencies and spend time with children individually to enhance their developing speech. Staff make regular observations of children as they play. This information is used very well to plan activities that reflect children's interests and stage of development. Staff use large-group activities generally well to encourage children to think about their forthcoming move on to school. They use resources, such as story books to prompt discussion. However, on occasion this does not allow children to have extended periods of time to talk and share their own thoughts and ideas.

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

Due to a weakness in leadership and management, children's welfare is not fully assured. Children adopt safe practices as they play. For example, they use scissors with confidence when they cut adhesive tape and paper. The indoor environment is highly stimulating. This promotes children's learning in a highly effective way. For example, excellent use is made of lighting and natural materials to create a learning environment that inspires children to explore and investigate. Staff make good use of the outdoor environment to promote children's good health and help them to develop their physical skills. Children are well aware of the expectations within the nursery. This means they behave exceptionally well and show respect for each other and adults around them.

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

The management committee have some understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. However, Ofsted have not been informed of changes to members of the committee associated with the nursery. Enhanced Disclosure and Barring Service checks, and other relevant checks, have not been carried out through Ofsted in respect of those individuals. The impact is minimal as they do not have unsupervised contact with children. The manager demonstrates an appropriate understanding of keeping children protected. The nursery is a safe environment, where all measures are taken to minimise risks. The manager reviews the educational programmes well. This ensures they reflect children's interests and stage of development. Individual children's assessments are reviewed well. This ensures they receive any support they require at the earliest stage to meet their individual needs. There is scope to analyse assessments even further. For example, by looking at groups of children, such as those who speak English as an additional language, in order to target intervention even further and promote their achievements to the highest level.

Setting details

Unique reference number	314201
Local authority	Durham
Inspection number	847656
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	18
Number of children on roll	42
Name of provider	Witton Gilbert Nursery Committee
Date of previous inspection	8 December 2011
Telephone number	07971799575

Witton Gilbert Nursery was registered in 2000 and operates from within Witton Gilbert Primary School. The nursery employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 and higher, including the manager who holds Early Years Professional status. The nursery opens from Monday to Friday, term time only. It operates from 8.45am until 3.30pm. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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