

# Darlington College Childcare Centre



Central Park, Haughton Road, Darlington, County Durham, DL1 1DR

<b>Inspection date</b>	8 July 2015
Previous inspection date	4 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are well qualified and have good knowledge of the ways young children learn. Consequently, the quality of teaching is consistently good.
- Staff have high expectations of all the children, including those with special educational needs and/or disabilities. Therefore, all children are making good progress in their learning.
- Staff form warm and caring relationships with children. Children's welfare and happiness is at the centre of everything in this nursery. Therefore, children's emotional well-being is supported exceptionally well.
- Staff are secure in their knowledge of how to protect children and what action they should take if they have concerns. This ensures children are kept safe while in their care.
- The staff are supported well and the manager is able to accurately assess the quality of teaching. She then provides relevant training to build on the already good practice, meaning standards of teaching continue to improve.
- Staff and managers are driven and motivated. They evaluate their practice and identify clear areas for development. This means the capacity to continue improving outcomes for children is strong.

### It is not yet outstanding because:

- Initial information gathered from parents is not always comprehensive enough to enable staff to support children's progress as well as possible from the start.
- Staff do not always link letter names and sounds in the same way when teaching children early reading skills.

## What the setting needs to do to improve further

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

- increase the information gathered from parents when children first attend, to provide staff with a clearer picture of children's starting points and help them to plan their progress from the start
- enhance children's early reading skills by using consistent methods to help children to correctly link letters to sounds.

### Inspection activities

- The inspector observed staff and children in all rooms and outdoor areas.
- The inspector spoke to a number of parents and took account of their views.
- The inspector conducted a joint observation with the manager.
- The inspector held a discussion with the manager.
- The inspector looked at a sample of documents, including policies, procedures, and children's learning and development records.
- The inspector checked the qualifications and suitability of staff.

### 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 make accurate observations and assessments of children and use this information to plan for the next stage of their learning. Children throughout the nursery take part in fun and exciting activities that capture their interest and extend their learning. Staff plan good activities to support children's skills in preparation for school. Sometimes, however, staff do not use consistent methods to teach letter sounds that will help children to blend words together, so children's early reading skills are less well supported. Literacy is very well promoted in other ways, for example, staff make story times interesting for children so they play an active part and join in with well-known phrases in stories. Parents contribute to children's learning and development records, but information gathered from parents when children first attend does not focus clearly enough on what children already know and can do. This means that staff are not always able to quickly establish children's starting points to precisely plan activities to complement their learning from the outset.

### **The contribution of the early years provision to the well-being of children is outstanding**

The nursery environment is welcoming, dynamic and fully supports the needs of all children across all areas of learning. Staff consistently encourage children's independence and confidence. Children are supported particularly well to learn about healthy lifestyles as staff consistently teach and model good habits. A very strong key-person system that includes daily planned time for staff to spend with individual children supports children to feel extremely secure. As a result, children are remarkably confident and thoroughly enjoy their time at nursery. Alongside this, staff take extra care to prepare children for the next stage of their learning. Therefore, children are extremely well prepared for school.

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

Managers and leaders fully understand the requirements of the Early Years Foundation Stage and meet these in full. They closely monitor the progress of all children during supervision sessions with individual staff to identify and respond to any gaps in learning. Staff are reflective practitioners and work together to improve practice, supported by clear development plans to improve outcomes for children. Staff training has a positive impact in this nursery. For example, staff have made many changes to room layouts and resources because they have reviewed their base rooms following recent training. Parents are very happy with the care their children receive and some comment that the nursery go 'Above and beyond' to support them. Staff make strong links with parents and work with them to support children's learning at home. This further supports children's progress in their learning.

## Setting details

<b>Unique reference number</b>	EY338310
<b>Local authority</b>	Darlington
<b>Inspection number</b>	849247
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	53
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Darlington College
<b>Date of previous inspection</b>	4 February 2011
<b>Telephone number</b>	01325 503144

Darlington College Childcare Centre was registered in 2006. It is situated within the college grounds, close to Darlington town centre. The nursery employs 26 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including three with appropriate early years qualifications at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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