

Dean Bank Early Years

12 Beaumont Street, Ferryhill, County Durham, DL17 8PH



Inspection date

21 August 2015

Previous inspection date

9 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 consistently good. Staff have a good understanding of how to support children to make good progress in their learning and development. They effectively plan challenging experiences and support children in achieving their next steps in learning.
- Staff are sensitive, caring, warm and welcoming. Parents value highly the good communication links between home and the nursery. They are kept informed and involved in all aspects of their children's care and education.
- The managers and staff ensure that safeguarding and child protection take high priority. All actions and recommendations from the previous inspection have been addressed. Induction procedures are thorough and all staff understand the procedures to take should they have a concern regarding a child's welfare.
- Managers and staff support children particularly well in developing their speech and language skills. Activities and experiences are interesting and stimulating and have a positive impact on children's communication and language skills.
- The managers and staff are committed to providing a good quality learning environment. Staff show commitment to attending training and professional development opportunities to develop their skills further. Children benefit from staff who have integrity and a good knowledge of child development.

It is not yet outstanding because:

- Staff sometimes overlook opportunities to extend children's thinking skills.
- Staff do not always gather enough detailed information about children's learning and development when they join the nursery.

What the setting needs to do to improve further

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

- make better use of opportunities to enhance children's thinking skills
- collect more detailed information about children's learning and development when they first start at the nursery.

Inspection activities

- The inspector viewed all areas of the nursery, observed interactions between staff and children and discussed aspects of policy and practice with managers and leaders.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector held discussions and conducted a joint observation with the manager.
- The inspector held conversations with parents and carers, taking their views into account.
- The inspector viewed a wide range of documentation, including children's files and assessments, staff and student induction packs and safeguarding policies and procedures.

Inspector

Janice Caryl

Inspection findings

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

Staff know children well. They effectively observe children and use these observations to assess their level of development. Staff confidently plan activities and provide support and challenge that are successfully matched to children's individual needs. Young children have space to explore resources, which are accessible and intrinsically motivate them to play. Older children develop their physical skills and hand-to-eye coordination. Staff demonstrate processes and provide a variety of tools, such as scoops and spoons. Children investigate, explore and successfully mix colours. Staff ask questions, modelling language and introducing new vocabulary. Children are attentive and responsive, asking their own questions in turn, acquiring skills in readiness for school. However, staff miss some opportunities to encourage children to consider, predict and express their ideas to engage their thinking skills further. Children enjoy the spacious outdoors. They use apparatus to balance, develop skills in throwing and catching, hide in the undergrowth and use tools, developing a knowledge and understanding of growth and development.

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

Children become very attached to their key persons. Staff skilfully provide emotional support to children as they settle so that they benefit fully from their nursery experience. Children show their self-assurance by independently accessing toys and resources, inside and out. They become independent and are motivated by the clear daily routines that are in place. Staff give children time and encouragement to attend to their own personal needs, helping to foster their physical well-being. Staff teach children to develop their knowledge and understanding of healthy eating and lifestyle choices. Activities planned involve parents and carers, helping to providing consistent messages. Children develop good social skills. After serving themselves at meal and snack times they sit and chat with adults, developing conversational skills. Children are given clear messages about expected behaviours. They listen to staff and respond well to instructions. Staff teach children to understand simple boundaries, such as being kind and respecting each other.

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

The manager is experienced and well qualified. She completes regular supervision meetings with staff to discuss the strengths of the practice and to set targets to improve teaching and learning. The manager and staff continuously reflect on their practice and the provision. They use every opportunity to discuss and assess their own skills and abilities, actively seeking feedback from parents and children. This has a positive impact on the quality of care and education they provide. The key persons take responsibility for liaising with parents from the outset. They gather information about the family and children's care needs, which helps build initial relationships. However, information gathered about children's current skills and abilities when they first start at the setting is less detailed. Relationships with other professionals are strong. Children and families are very well supported through links with the children's centre.

Setting details

Unique reference number	EY281593
Local authority	Durham
Inspection number	1006657
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	43
Name of provider	Sure Start- Ferryhill and Chilton
Date of previous inspection	9 February 2015
Telephone number	01740 658080

Dean Bank Early Years was registered in 2004 and is attached to Dean Banks Children's Centre. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager holds a qualification at level 6 and Early Years Professional status. The nursery opens 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

