

# Shotton Children's Centre

Children's Centre - Shotton Primary School, Grange Terrace, Shotton Colliery,  
Durham, DH6 2JP



## Inspection date

Previous inspection date

19 January 2016

6 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team leads the nursery well. The members of the team set high expectations and are ambitious for the children to achieve well. Staff are clear about their roles and responsibilities.
- The nursery provides children with a warm, welcoming and friendly environment. Staff care for children and help them to develop a strong sense of belonging. Children are happy and settled and enjoy their time in the nursery.
- Partnerships with schools and agencies involved in children's care are firmly established. These contribute to good continuity in meeting children's educational, health and care needs.
- The manager and staff know the children very well. Staff undertake effective observations and assessments. These enable them to plan activities that support children to achieve their next steps in learning. All children make good progress from their starting points.
- The learning environment, both indoors and outdoors, keeps children motivated and interested. It is inviting and stimulating with good quality resources.

### It is not yet outstanding because:

- On occasions, staff do not give children clear messages about why it is important to have a healthy diet.
- Staff do not consistently make the most of their good partnerships with parents to gather detailed information about children's learning and achievements at home, to help plan for their progress.

## What the setting needs to do to improve further

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

- provide children with consistent, clear messages about the importance of eating healthily
- explore additional ways to help all parents share information about what their children do at home, to contribute to activity planning.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's self-evaluation, parental feedback and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.

### Inspector

Lindsey Pollock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are alert to the signs of abuse and understand the procedures to report concerns. Children are cared for in safe and secure premises. Robust risk assessments are carried out and staff check for dangers throughout the day. The management team closely monitors staff performance. Good practice is recognised and any under performance is dealt with appropriately. Guidance, support and training are provided to ensure consistently good standards across the nursery. The management team checks children's assessment records frequently, in order to ensure their accuracy and consistency. Managers also monitor the progress made by different groups of children to help narrow any gaps in achievement. Evaluation is effective in identifying key priorities for the future that will support consistent improvement. Action plans are realistic and achievable, and parental input into these is welcomed. Partnerships with parents are positive and they speak highly of the nursery provision.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan a wide range of interesting and challenging play opportunities and activities, to support the next steps in children's learning. Children show good levels of concentration and focus during free play and group activities. They engage for considerable periods of time in the well resourced outdoor area. One example of this, is that they particularly enjoy making lots of mess in the mud kitchen. Another is a group activity using a large piece of fabric which helps teach children about positional language. They have much fun as they lift it up and down and from side to side, and show they can work together as a team. Babies and young children are cared for in a very welcoming room. They love investigating the wide range of natural and sensory materials and confidently explore their environment. Disabled children and those with special educational needs are very well supported. Activities are tailored to suit their needs and appropriate individual learning plans are in place. This helps them to make the best possible progress.

### Personal development, behaviour and welfare are good

The nursery is a welcoming, friendly place and parents say their children are always happy to attend. Care is taken to ensure staff know about children's care needs, interests and development stages before they start. Consequently, children settle very well and parents feel reassured that their children are in safe hands. Children demonstrate close attachments to staff and show they feel safe and secure. For example, babies readily approach staff for support and cuddle into them when they are tired. Behaviour is good. As they get older, children share, take turns and play well together. They learn to develop respect for each other's needs and feelings. Children's move between the different nursery rooms and the move on to school are managed carefully. As a result, children do these with confidence.

### Outcomes for children are good

Children are enthusiastic in their play and show good levels of curiosity and confidence. They are gaining the key skills to be ready for the next steps in their learning and school.

## Setting details

<b>Unique reference number</b>	EY332903
<b>Local authority</b>	Durham
<b>Inspection number</b>	857023
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Shotton Primary Childcare Limited
<b>Date of previous inspection</b>	6 March 2012
<b>Telephone number</b>	01915260105

Shotton Children's Centre was registered in 2006. The nursery employs nine members of staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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