

# Tilly-Mints Cherubs Day Nursery

10, Queens Road, Consett, DH8 0BH



## Inspection date

1 June 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff help to promote children's development as they provide them with a range of exciting activities and challenging learning opportunities. Children make good progress across all areas of their learning and development.
- Parents are very complimentary about the nursery and its staff. They appreciate the flexibility and the care staff provide for their children. Parents are very well informed of their children's levels of development and how they can support their learning at home.
- Effective tracking systems ensure that up-to-date assessments are accurate and used well to identify and plan for next steps in learning for all children.
- The management team is enthusiastic and committed to providing a high-quality provision for all children. They know the setting well and use this knowledge to ensure there is a strong focus on continuous improvement.
- Children's behaviour is good. Staff use effective methods to motivate children to behave well and to try hard. Staff recognise individual achievements and give praise for children's efforts. Therefore, children's emotional well-being is effectively promoted.

### It is not yet outstanding because:

- Occasionally, children in the two-year-old room are over directed so they are less able to explore the learning environment and make better choices for themselves.
- Although the management team is supporting the recent significant changes to focus more strongly on the quality of teaching and learning, these are not yet fully consolidated and embedded to show improvement.

## What the setting needs to do to improve further

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

- enhance opportunities for two-year-old children to make further choices about their own learning and make better use of planning and support for their self-chosen activities
- build on the system for the monitoring of the implementation of the recent changes to teaching and practice, to further develop and maintain the already good teaching taking place.

### Inspection activities

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

### Inspector

Amy Keith

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to protect and safeguard children. They fully understand their roles and responsibilities in order to promote the welfare of children. Managers are very aware of the strengths of the nursery and are clear about areas for further improvement. Regular and focused monitoring of the planning and assessment process is consistent and means that children's skills and abilities are accurately identified. Staff receive targeted support from managers through supervision sessions and staff meetings, in which training needs are addressed to further develop their skills and knowledge. More-experienced members of staff lead weekly room meetings which provide good support to new staff and support a consistent approach across the nursery.

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

Staff support babies well as they help them freely explore resources in the environment. Staff model the use of resources and introduce words, such as, one, two and three, to help children develop an awareness of number and early counting. Two-year-old children enjoy singing and movement activities at carpet time and join in very enthusiastically with the words and actions. Staff effectively support pre-school children's next steps in their learning. They provide a wide range of good opportunities for children to develop their early writing skills using pens, pencils and other materials and intervene skilfully to further children's learning. Children enjoy writing letters, such as those in their own name as well as their friends' names. Parents speak regularly to staff about the progress their children make and share their children's learning at home through a range of sources, such as the homework diary.

### Personal development, behaviour and welfare are good

Children are warmly welcomed into the nursery. They engage with staff confidently and quickly settle to activities in the well-organised learning environment. The key-person system is working well and staff are flexible with settling-in periods to effectively support all children's physical and emotional well-being. Good quality information, such as sleep routines and allergies, is obtained when children start nursery. This helps to provide continuity in the care they receive. The staff place a clear focus on promoting children's personal, social and emotional skills. All children behave well. Older children demonstrate excellent manners, share toys and are very kind to one another. Daily routines, such as lunch time and getting ready to go outside, are used well to help children increase their self-help skills. The outdoor area helps children to manage their physical skills and take calculated risks.

### Outcomes for children are good

All children make good progress from their starting points. Children are learning to value and respect each other and take turns consistently. They are considerate to each other as they play. Staff ensure that all children have the necessary skills that will help them in the next stage of their education and school. They are becoming attentive and active learners who develop good social skills. They are happy children who enjoy learning.

## Setting details

<b>Unique reference number</b>	EY483338
<b>Local authority</b>	Durham
<b>Inspection number</b>	996127
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Emma Louise Buckley
<b>Registered person unique reference number</b>	RP516902
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01207655454

Tilly-Mints Cherubs Day Nursery was registered in 2014. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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