

Uppertorpe Nursery

90 Woodland Road, Darlington, DL3 7PZ



Inspection date

13 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

- Managers and leaders have a very clear and focused vision, to ensure that children are safe, happy and make the best possible progress. The whole staff team works together very well. Their effective room improvement plans, evaluations of activities and detailed development plans are very clearly focused on helping to raise quality.
- Children who have special educational needs or disability are supported very well. Key staff work together very closely with parents and other professionals to offer support that is specifically tailored to children's needs. This contributes towards all children making good progress from their starting points.
- Key persons form good relationships with children. They are on hand to offer continued comfort and reassurance to help children feel happy and settled. Effective settling-in, transitional reviews and close links with schools contribute to children feeling assured when moving between rooms and to other settings.
- Leaders and managers have effective methods in place to monitor children's progress. Systems, such as the monitoring analysis tool, help them to swiftly identify and support any early concerns in learning for individual or different groups of children.
- Partnerships with parents are good. Staff keep parents informed of their children's learning and progress. Effective parent packs, regular newsletters and helpful sensory recipes provide opportunities to help parents extend their children's learning at home.

It is not yet outstanding because:

- Staff make accurate assessments of children's learning, but this is not yet used most effectively to help children make rapid progress in their learning.
- Performance management arrangements are not rigorous enough to provide a sharp focus on enhancing teaching practice to the highest levels.

What the setting needs to do to improve further

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

- strengthen the newly established assessment systems, and use the information from these more precisely to plan highly challenging activities that help children to make rapid progress
- structure performance management opportunities more rigorously and provide a sharper focus on enhancing teaching practice to the highest levels.

Inspection activities

- The inspector toured the areas of the nursery.
- The inspector held discussions with the provider, the manager, the special educational needs coordinator, the staff and children throughout the inspection.
- The inspector examined a range of documents. These included, evidence of suitability, policies and procedures, risk assessment records, documents in relation to the support provided for children who have special educational needs or disability, a record of staff qualifications and training and children's observation and assessment records.
- The inspector observed children in each age range during their freely chosen and routine activities, both indoors and outside.
- The inspector conducted a joint observation with the manager during a planned activity with the pre-school children.
- The inspector took account of the views from parents spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of the procedures to follow to protect a child's welfare. Recruitment procedures are robust and help to ensure that staff are skilled and suitable for their role. Staff show a high regard for the safety of children in their care. Children are supervised very well. Ratios of staff to children are well maintained. They are exceeded in times of need, such as following lunchtime in the baby room when children are becoming tired and unsettled. Areas of play are clean and safe. Thorough risk assessments, secure areas and stringent three times daily health and safety checks contribute to children remaining safe at all times. Managers and leaders invest in staff. They are keen to support staff to extend their good knowledge and skills through purposeful professional development opportunities. The staff value the feedback they receive from children, parents and others, and actively use this to drive improvement.

Quality of teaching, learning and assessment is good

Staff are responsive to children's learning needs. They inspire children to play, learn and develop in a fully inclusive environment. Babies crawl freely with confidence. They pull themselves up on carefully placed furniture and enjoy observing features of their natural world. Staff are on hand to ask questions and model language to help children develop their breadth of vocabulary. Staff take interest in children's home lives and encourage them to reflect on their own experiences. Children who have special educational needs or disability explore areas, such as the woodland independently. They seek out others to share experiences and use available resources, such as crates, to sit on to observe cars passing. Staff quickly extend this learning indoors, offering a range of transport resources to help enhance children's play.

Personal development, behaviour and welfare are good

Staff provide time for children to prepare for changes to their routine, such as when taking coats off following outdoor play, to help them feel assured. Good links with local schools help children to feel emotionally ready for their move. For example, teachers are invited into the nursery, so that children can become familiar with them in an environment where they feel settled and secure. Staff provide a good range of activities that help children to become physically active. For example, children enjoy playing with equipment, such as parachutes in the movement room and move in a variety of ways in response to familiar stories outdoors. Staff act as good role models. They use effective behaviour management strategies, such as, praise, a toy owl and reward charts, to help children adopt positive behaviour. This contributes to children being respectful and caring towards others.

Outcomes for children are good

All children make good progress in their learning. Babies are self-assured and thrive in an environment that nurtures their exploration and physical skills. Older children develop good social interaction skills when linking up with others to share their experiences. Tailored support helps to ensure that children with special educational needs or disability make good progress. This prepares them well for their next stages in learning, including school.

Setting details

Unique reference number	EY482638
Local authority	Darlington
Inspection number	1053242
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	99
Number of children on roll	103
Name of registered person	Uppertorpe Nursery Ltd
Registered person unique reference number	RP907499
Date of previous inspection	Not applicable
Telephone number	01325 482111

Uppertorpe Nursery Ltd was registered in 2015. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2, 3 and 5, including a member of staff with early years teacher status. The nursery opens from Monday to Friday all year round, with the exception of bank holidays and one week over the Christmas period. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who have special educational needs or disability and children who speak English as an additional language.

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