

# Witton Gilbert Nursery

Sacriston Lane, Witton, Gilbert, Durham, DH7 6TF



|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 17 June 2016 |
| Previous inspection date | 29 June 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b>   | <b>1</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the leadership and management                |                         | Outstanding          | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding          | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding          | 1        |
| Outcomes for children   |                         | Outstanding          | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Children make exceptionally good progress in their learning and development. Staff know the children exceedingly well and plan highly stimulating learning opportunities to enhance their experiences.
- Leadership is exceptionally strong. The manager and staff team are committed to continuous improvement. They constantly evaluate the provision, seek out fresh challenges and implement new ideas with confidence.
- The excellent key-person system is very effective in supporting children to settle into the nursery and feel safe. Children leave their parents with ease and very quickly engage in play from the well-resourced environment.
- Staff support children with special educational needs or disability and children with English as an additional language exceptionally well. They are highly skilled and work successfully with other early years professionals and parents to enable children to reach their full potential.
- The integrated provision with the school reception class is highly effective. Children are extremely well prepared for their move on to school.
- Children flourish in this extremely caring learning environment. High priority is given to children's emotional well-being. Staff are extremely sensitive towards children's needs. They support children skilfully to develop secure attachments, independence skills and self-confidence.

## What the setting needs to do to improve further

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

- Strengthen mathematics in the learning environment to include calculating, shape, space and measure in order to further develop children's mathematical skills

### Inspection activities

- The inspector completed a joint observation with the manager and held discussions with the staff team.
- The inspector completed observations in the indoor areas and the outdoor environment.
- The inspector spoke to staff and children at different times during the inspection.
- The inspector sampled documentation, including staff records, self-evaluation and the children's learning records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Eleanor Proctor

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. The safeguarding lead and the staff team have an excellent understanding of safeguarding and child protection. Staff keep meticulous records and are aware of the need to be vigilant and to report any concerns about a child's well-being. The recruitment, vetting and induction of staff are very thorough to ensure suitable and experienced staff for children. The sharply focused tracking of children's development means that any gaps in learning are quickly identified and addressed. The manager has recently implemented a system for monitoring the accuracy of assessments of children's progress. She recognises the benefits of evaluating how successful this is in helping to maintain the excellent standards already achieved. Opportunities for staff's continued professional development are extremely good.

### **Quality of teaching, learning and assessment is outstanding**

All aspects of the learning environment are extremely well thought out. Children make choices in their play and initiate many activities themselves. They benefit from prolonged periods of uninterrupted play, and enjoy time experimenting and testing out their own ideas. Children are enthusiastic and motivated to learn. Children enjoy an exciting curriculum. Meticulous observations of children's learning are used to plan challenging activities that are precisely matched to children's known interests. Children demonstrate an expert knowledge about favourite topics. For example, outside they confidently identify dinosaurs that were meat eaters or plant eaters and discuss the size and speed of different species. Effective activities to encourage independent writing are implemented throughout the learning environment.

### **Personal development, behaviour and welfare are outstanding**

Staff treat children with great kindness and respect. They are excellent role models and help children learn to work together and develop their friendships and emotional well-being. For example, children learn to put back equipment after they have finished so that it is ready for the next child to use. Children's good health is positively supported by the provision of nutritious meals. They experience school life as they join the older children in the school hall for their lunch. Children behave exceptionally well, and there is a vibrant and happy atmosphere.

### **Outcomes for children are outstanding**

Children show their understanding of feelings and emotions, and learn how to take turns. For example, children use sand timers to know when it is their time to have a go at an activity. Children develop exceptional communication skills. They learn to recognise their own name and enjoy an extensive range of opportunities that helps to develop their early writing skills. All children are extremely well prepared for their next stage of learning and their move to school.

## Setting details

|  |                                  |
|--|----------------------------------|
| <b>Unique reference number</b>                   | 314201                           |
| <b>Local authority</b>                           | Durham                           |
| <b>Inspection number</b>                         | 1031738                          |
| <b>Type of provision</b>                         | Full-time provision              |
| <b>Day care type</b>                             | Childcare - Non-Domestic         |
| <b>Registers</b>                                 | Early Years Register             |
| <b>Age range of children</b>                     | 3 - 4                            |
| <b>Total number of places</b>                    | 18                               |
| <b>Number of children on roll</b>                | 42                               |
| <b>Name of registered person</b>                 | Witton Gilbert Nursery Committee |
| <b>Registered person unique reference number</b> | RP519441                         |
| <b>Date of previous inspection</b>               | 29 June 2015                     |
| <b>Telephone number</b>                          | 07971799575                      |

Witton Gilbert Nursery was registered in 2000 and operates from within Witton Gilbert Primary School. The nursery employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 and higher, including the manager who holds Early Years Professional status. The nursery opens from Monday to Friday, term time only. It operates from 8.45am until 3.30pm. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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