

Catchgate Primary School

0-5 Early Years



Blackett Street, Catchgate, STANLEY, County Durham, DH9 8LX

Inspection date	22 September 2016
Previous inspection date	28 July 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

- Management and staff have made highly effective changes since their last inspection to raise the quality of their practice and provision to the highest levels. Exceptionally detailed improvement plans that take account of parents' views are very clearly focused. This helps to ensure that children's care, safety and learning are highly prioritised in all aspects of their work.
- The staff team has an excellent understanding of how children learn through play and what to do to support their progression. They plan activities and experiences that build on children's interests and support them to make rapid progress in their learning.
- Children are very happy and settled. Staff are highly skilled and sensitive in helping all children form strong, trusting and secure emotional attachments. This helps to support children's well-being
- Children are extremely well looked after. Excellent deployment of highly qualified staff, along with detailed and precise care planning, helps to provide every child with the specific support they need. This includes children who have special educational needs or disability.
- The acting manager and staff have excellent relationships with the on-site school. They share information about children's levels of learning and complement the learning taking place in the school. This collaborative approach means that children have continuity in their learning. They feel secure and are emotionally prepared for learning.
- The management carries out regular and purposeful supervision of staff. This helps to ensure that the excellent staff team shares their vision, determination and passion.

What the setting needs to do to improve further

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

- continue to focus teaching precisely on helping to extend children's thinking skills to their maximum potential, in order to sustain the rapid progress they make in their learning.

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 early years lead.
- The inspector held a meeting with the early years lead and nominated person. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The management team and staff place high priority on keeping children safe. They have an excellent understanding of how to protect children. Stringent safeguarding procedures ensure all children are closely monitored for any signs or symptoms of abuse. A well-targeted programme of professional development means that staff continually seek to improve their already excellent understanding of how children learn. The management team creates highly effective ways of monitoring children's development. This helps them to see immediately where there are any gaps in children's learning so that they can provide the necessary targeted support. Data is gathered for different age groups of children and to assess the progress girls and boys make. This has helped staff to highlight a gap in children's physical development. Children now have physical exercise in the school hall. Staff have found that this has helped to prepare children for the transition to school as well as increasing their physical abilities.

Quality of teaching, learning and assessment is outstanding

Communication and language development are given high priority in the nursery. Gestures, actions and pictures are used to develop children's understanding and speaking skills. Babies and toddlers listen, look and have a go with rapt attention during their activities. Activities are fun and exceptionally well planned. Children enjoy making play dough, measuring, pouring and feeling the texture of the flour. Babies run their fingers through the flour and see what it tastes like. The majority of the time staff encourage children to work things out for themselves. For example, children are encouraged to find out who they can see in a mirror. The management team is currently focusing on refining staff's teaching in order to support children's thinking skills even further.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Staff are highly skilled and sensitive in helping them to understand how to manage their own behaviour. Staff fully promote children's understanding of good hygiene throughout the daily routine and activities. The exceptionally stimulating environment gives children abundant opportunities for active play. Children develop their own ideas and become deeply engaged in their play. They experiment with different ways to fill and empty containers with water and puzzle over what will go down a ramp. There is a very strong partnership with parents. The excellent flow of information about children's starting points, achievements and progress keeps parents informed at every level. Parents and carers are invited to workshops where they can observe first hand how children learn.

Outcomes for children are outstanding

Children show high levels of engagement and they are extremely confident to contribute. Challenging experiences provide children with excellent opportunities to freely explore resources, listen and concentrate. This helps them to be highly motivated to join in. All children make excellent progress. For those children whose starting points are lower, gaps in attainment are closing rapidly. Children are very well supported to be ready for the next stages in their learning, including the move to school.

Setting details

Unique reference number	EY433393
Local authority	Durham
Inspection number	1072900
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 - 5
Total number of places	15
Number of children on roll	25
Name of registered person	Catchgate Primary School Governing Body
Registered person unique reference number	RP530960
Date of previous inspection	28 July 2015
Telephone number	01207 234252

Catchgate Primary School was registered in 2011. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 5pm.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2016

