

# Durham University Day Nursery

Haworth Building, Pelaw Leases Lane, Durham, DH1 1TA



<b>Inspection date</b>	15 February 2017
Previous inspection date	17 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 strong leadership team has high expectations of themselves and of the staff. This means that there is a strong commitment to continuous improvement.
- Children who require additional support, including those who are more able, are achieving well. This is due to the efficient partnership working with parents and other professionals, and effective use of additional funding.
- Children are encouraged and guided to explore their ideas and interests; this extends their learning opportunities and helps to consolidate newly acquired skills.
- Children develop independence and confidence as they are encouraged to undertake real life tasks such as setting the table for lunch or caring for pets.
- Staff use their knowledge of children's individual backgrounds to promote diversity well through the teaching and learning opportunities they offer.

### **It is not yet outstanding because:**

- The setting's own development plan is detailed but actions are not assigned to specific staff. Therefore it is not clear who is responsible for specific tasks and this makes it difficult to monitor progress.
- The teaching, learning and assessment practices are not of a consistently high quality for all staff. As a result, some of the younger children are not motivated to learn and do not make progress as quickly as they could.
- Moderation processes are not fully embedded. This means that there are some variations in the quality and accuracy of the checks staff make on children's progress. As a consequence, some staff do not provide children with the appropriate level of challenge to enable them to achieve their full potential.

## What the setting needs to do to improve further

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

- ensure the development plan clearly links to performance management processes in order to consistently improve the quality of teaching for all staff
- ensure all children, particularly the mobile babies, are offered supportive and challenging activities to fully maximise their learning and development
- ensure processes for moderating the checks staff make on children's progress are robust, so that staff accurately identify challenging next steps to help children achieve their full potential.

### Inspection activities

- The Inspector met with parents and discussed their views and experiences of using the setting.
- The Inspector carried out a joint observation of teaching and learning with the manager of the setting.
- The Inspector looked at children's records including learning journals, progress reports, assessments, and planning documents.
- The Inspector observed activities in each of the playrooms and the outside area and spoke to children and staff.
- The Inspector held a meeting with the manager and nominated person for the setting.
- The Inspector viewed a range of documentation including the setting's development plan, a sample of policies and evidence of the suitability of staff working in the setting.

### Inspector

Louise Goodger

## Inspection findings

### Effectiveness of the leadership and management is good

The recently appointed manager is well supported by both the senior leadership team at the university, and the parent representatives. Together they have guided the team to make positive changes within the setting. This includes the implementation of continuous professional development for the whole staff team. Arrangements for safeguarding are effective. Staff are aware of their responsibilities for promoting children's safety and welfare, including working with partnership agencies such as health visitors and family support workers. Recruitment, induction and ongoing performance management for staff is effective, ensuring all staff are suitable to work with children. Senior leaders accurately identify where the strengths and areas for improvement are within the setting. However, some weaknesses in monitoring mean that there are some inconsistencies in the quality of teaching.

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

Staff offer a variety of experiences and resources to capture children's interests and extend their learning opportunities. Children are also encouraged to lead their own learning. For example, one child was encouraged to develop his interest in 'slime' by researching a recipe on the computer. He then made his own 'slime', which he shared with his friends. Supportive staff encourage the youngest babies to explore their environment through playing with a range of interesting resources. Families using the setting report that they feel very well informed and supported to help their children make progress. Some staff make accurate checks of children's achievements and use these to plan further challenging and appropriate activities. However this practice is not of a consistently high quality from all staff.

### Personal development, behaviour and welfare are good

The setting is welcoming and children's positive behaviour is noticed and reinforced by staff. Relationships between children, staff and parents are respectful and adults act as good role models for children. Parents are aware of their child's key person and they develop effective relationships together which help children to feel secure at the setting. Interactions between babies and staff are warm, calm and responsive. Staff know the children very well and can therefore meet their emotional needs effectively. For example, as a group of toddlers explore a large puddle in the outside area, staff encourage them to find out about it and develop their self-confidence.

### Outcomes for children are good

The majority of children make good progress from their starting points. This is continued throughout their time at the setting and into school. Staff and parents work together to share ideas to support the development of children's communication skills. This is particularly effective for children who speak English as an additional language. Additional funding the setting receives is used to provide extra staffing to enhance the play and learning experiences for children with special educational needs and/or disabilities.

## Setting details

<b>Unique reference number</b>	EY257491
<b>Local authority</b>	Durham
<b>Inspection number</b>	1080616
<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>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	University of Durham
<b>Registered person unique reference number</b>	RP909917
<b>Date of previous inspection</b>	17 June 2015
<b>Telephone number</b>	0191 3348153

Durham University Day Nursery was registered in 2003. The nursery employs 31 members of staff. All childcare staff hold appropriate early years qualifications at level 3 and above, including eleven graduates. The nursery opens from Monday to Friday all year round, excluding the Christmas period and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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