

Report for Childcare on Domestic Premises

Inspection date

14 September 2017

Previous inspection date

4 December 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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

- Partnerships with parents are excellent. Parents say that practitioners genuinely care about their children and are warm and approachable. A high priority is placed on providing parents with detailed feedback and involving them in their children's learning experiences.
- Children are exceptionally well supported to develop a strong interest in stories and eagerly point out pictures and words in books. Older children confidently retell their favourite stories using actions and repeated words and phrases.
- The manager and staff place great importance on developing children's understanding of a healthy lifestyle. Children take part in regular swimming lessons, yoga and dance classes. They have an extremely thorough understanding of how to keep themselves fit and healthy.
- Staff provide a particularly welcoming and attractive environment. The wide range of exciting activities is well set out. Children are immediately engaged on arrival and thrive in the stimulating surroundings.
- The manager works extremely effectively with staff and communication is exemplary. Staff are supported by a rigorous supervision process. The manager ensures staff take part in regular high-quality training, following a precise induction to their role.

What the setting needs to do to improve further

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

- continue to refine systems for self-evaluation to help maintain the already excellent standards.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Amy Keith

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge of child protection and how to report concerns about children's welfare. They are consistently attentive, intuitive and respond quickly to children's needs. The staff work highly effectively with a wide range of professionals, including local schools. This helps to support excellent outcomes for all children, including those who have special educational needs and/or disabilities. The manager uses extremely effective systems to identify children's gaps in learning and provides the best possible support for them to exceed their targets. The staff team is working closely together to further refine self-evaluation systems to maintain the already excellent standards and continually drive improvements.

Quality of teaching, learning and assessment is outstanding

All staff are qualified and have an excellent understanding of the children they care for. They have boundless enthusiasm and provide children with positive praise, supporting their emotional well-being and building their self-esteem. They have an excellent knowledge of how to develop children's play and add extra challenges. They observe children extremely carefully and skilfully plan for them by providing interesting activities they enjoy. For instance, children are delighted as they pretend to go on a bear hunt in the outdoor area. All staff consistently challenge children and use skilful questioning to help them consolidate their learning. For example, children confidently count objects in a book and use mathematical language to describe objects accurately.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They demonstrate a high level of respect for each other and the children. Children's behaviour is impressive. They are exceptionally kind and helpful towards each other. Children form extremely strong relationships with their key person. Children spend plenty of time in the superbly organised outdoor area. They are thrilled to take part in an obstacle course which helps develop and challenge their physical skills. Children very quickly learn the skills needed to manage their personal care needs and routinely discuss healthy food choices.

Outcomes for children are outstanding

All children make excellent progress in their learning. They become confident and motivated learners who are well prepared for their next stage in learning and their eventual move to school. They socialise well and demonstrate an exemplary understanding of sharing and turn taking. Older children learn to write for a purpose and are proud to share the books they have made about their adventures at home.

Setting details

Unique reference number	314119
Local authority	Durham
Inspection number	1103640
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	23
Name of registered person	
Registered person unique reference number	RP510876
Date of previous inspection	4 December 2014
Telephone number	

Kirklands Nursery registered in 1992. The nursery employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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