

# Spring - Layfield

Layfield Primary School, Everingham Road, Yarm TS15 9TF



<b>Inspection date</b>	22 August 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- Staff use assessments effectively. They identify children's next steps for learning and plan purposeful opportunities to build on their existing knowledge and skills. Children make good progress from their starting points.
- Children are happy and content. They have strong bonds with staff and each other and enjoy their time in this stimulating learning environment. Staff are positive role models and children behave extremely well.
- Parents are very complimentary about the nursery. They comment that they feel welcome and valued and staff respect the individuality of their children. Parents talk highly of the good communication between the nursery and home.
- The manager has a successful system in place to evaluate the effectiveness of provision. She makes ongoing improvements to the nursery to enhance children's experiences and to secure their continued good progress.

### It is not yet outstanding because:

- At times, staff miss opportunities to develop older children's understanding of shape, space and measure during everyday activities.
- At present, the manager does not always use staff performance systems to share good practice and identify training to further improve the quality of the provision.

## What the setting needs to do to improve further

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

- enhance opportunities that help further increase older children's understanding of space, shape and measure during everyday activities
- develop staff performance systems to help share good practice and identify training to further improve the quality of the provision.

### 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 and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Self-evaluation is successful. The manager has a clear understanding of the strengths of the setting and the areas she wishes to develop further. For example, she and staff have identified how they would like to further develop the outdoor play area. The manager and staff provide good levels of supervision for children. All use effective risk assessments to ensure children can play safely.

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

Staff have a good understanding of children's interests and learning needs. They provide effective support as children engage in their chosen activities. For example, staff challenge children to solve problems in their play. Younger children enjoy posting items down a tube and giggle with delight when they find them. Staff support children well to develop their good communication and language skills. For instance, staff offer children good opportunities to develop their abilities in speaking and listening. Children speak confidently in a group and listen to each other as they know their comments will be respected. Staff are skilled at explaining the meanings of new words to help extend children's vocabulary. Children who have special educational needs and/or disabilities are supported well in their communication skills. For instance, staff use hand signs and visual images to support children's understanding.

### Personal development, behaviour and welfare are good

Children are settled and receive good care from attentive staff. This enables children to develop confidence and independence. Staff obtain good information from parents about children's care routines and achievements when they join the nursery. Staff have a good knowledge of individual children. For example, they use simple strategies to help to include quiet or less-confident children to join in activities which fully promote inclusion. Children show they understand the importance of healthy living as they talk about hygiene routines, explaining that they cannot eat until they wash their hands. Children develop physical skills well as they learn to climb, balance and ride bicycles.

### Outcomes for children are good

Children are self-motivated and curious. They excitedly direct their own play and learning. For example, they explore with paints as they make hand prints. They experiment and mix different colours together, cover their hands and watch as they make prints on the paper. Children eagerly share their experiences and learning with others. For instance, they help each other as they make sandcastles and use a range of tools. Children develop skills to help them make progress at school.

## Setting details

<b>Unique reference number</b>	EY539469
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10059487
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01642 787671

Spring - Layfield registered in 2016. The nursery employs eight members of childcare staff. Of these seven hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

