

Billingham Children's Day Nursery

Bede College, Marsh House Avenue, Billingham TS23 3ER



Inspection date	31 May 2019
Previous inspection date	8 November 2016

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

This provision is good

- Staff provide a wide range of interesting, stimulating activities that reflect children's stage of development and their interests. Ongoing training helps staff to introduce even more exciting experiences that help children to make good progress in their learning.
- Support for children with special educational needs and/or disabilities is strong. Highly effective partnerships between staff, parents and external professionals help to meet children's individual needs.
- Children are supported well emotionally when the time comes for them to leave nursery and move on to school. Arrangements, such as new teachers visiting children in nursery, help children with this transition.
- Children's progress is monitored well by the manager. This helps to identify areas where children may require additional support to narrow possible gaps in their learning. Good use of funding, including the early years pupil premium, supports this further.
- Children behave very well throughout the nursery. Staff are highly skilled in helping children to learn that some things are theirs, some things are shared and some things belong to other people.
- Current arrangements for monitoring the quality of teaching are not fully effective in raising practice to an even higher level.
- Occasionally, staff do not promptly share key information with parents when children move rooms within the nursery in order to fully support children's emotional needs.

What the setting needs to do to improve further

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

- enhance systems for the monitoring of staff practice to help raise the quality of teaching to a consistently high level
- strengthen procedures for sharing information with parents, particularly when children move rooms within nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 parents during the inspection and took account of their views.

Inspector
Nicola Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. There is a comprehensive understanding of child protection issues among the staff team. They know to respond swiftly to any concerns they may have about a child's welfare. The nursery is safe and secure. All measures are taken to ensure areas, such as the garden, are free from risks or hazards. The manager demonstrates a strong drive to continually improve the nursery. She is proactive in reviewing the quality of the provision and recognises ways it can develop further. The views of the staff team and parents support this process even further. For example, recent questionnaires completed by parents identified a need to provide additional information about how the early years foundation stage is delivered in the nursery. A new display in the entrance area is developing well and is increasing awareness among parents of how their children learn as they play.

Quality of teaching, learning and assessment is good

Teaching is consistently good throughout the nursery. Practice is particularly strong for children in the baby room. Well-qualified staff demonstrate high levels of skill in extending children's early communication skills. They make use of all possible learning opportunities throughout the day. For example, when children pulled their socks off, staff immediately engaged them in the rhyme 'This little piggy went to market'. Older children are supported well to make resources, such as play dough. They engage well with staff, independently counting the number of spoonfuls of flour they need into a bowl. Arrangements for observing and assessing where children are in their learning are strong. Staff have a very good understanding of what children know and can do and make effective plans to help them develop the skills they need to learn next.

Personal development, behaviour and welfare are good

Children are happy, confident and enjoy the time they spend in nursery. Consistently good care routines, such as nappy changing, are carried out sensitively and support children's physical and emotional needs very well. Good relationships are evident and children clearly have fun with staff and their peers. For example, older children thoroughly enjoy making cups of tea in the role-play area with china teacups and teabags. They are courteous towards each other and visitors to their room and offer them a drink. Children's physical health is supported well. They have daily access to a well-resourced and stimulating garden area where they play and explore the wide range of activities available. There are plans to extend experiences outdoors even further.

Outcomes for children are good

Children make good progress in their learning. They develop a wide range of key skills and knowledge that provide a strong foundation for when they start school. Children are confident communicators. Very young children use words, such as 'stuck' and 'hiding', when they explore a shape-sorter activity. They concentrate and turn the shapes and push them through the correct holes in the box. Older children talk enthusiastically about what they are doing and develop confidence in counting as part of their play.

Setting details

Unique reference number	305924
Local authority	Stockton-on-Tees
Inspection number	10107573
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	69
Name of registered person	Nunthorpe Nurseries Group Ltd
Registered person unique reference number	RP911209
Date of previous inspection	8 November 2016
Telephone number	01642 566993

Billingham Children's Day Nursery registered in 1995. The nursery employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3. 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 and those eligible for early years pupil premium.

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.

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