

Bishop Auckland College Nursery

Bishop Auckland College, Woodhouse Lane, Bishop Auckland, County
Durham DL14 6JZ



Inspection date	13 August 2019
Previous inspection date	5 February 2014

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

- Partnerships with parents are a strength of the setting. Staff share information with parents to help them to understand how children's learning can be further supported at home. Parents are very complimentary about the setting. They comment that the staff are supportive towards the whole family and know their individual children very well.
- Overall, the quality of teaching across the setting is good. Staff are highly qualified and have a good knowledge of children's individual needs. They provide children with an exciting range of activities and experiences which support them to make good progress.
- Staff are very caring, sensitive and nurturing. They quickly respond to children's needs. For instance, young children who are unsettled are quickly provided with cuddles, reassurance and soothing words. As a result, children settle quickly and form secure relationships with their key person. This helps to promote children's emotional well-being.
- There are strong partnerships with external agencies, such as health visitors and outreach workers. Staff work closely to share information about children's care and learning. This provides effective continuity for children, including those with special educational needs and/or disabilities.
- The manager and staff are keen to develop the setting. Self-evaluation is accurate and incorporates the views of parents and children. It is used effectively to help shape future improvements.
- Managers do not consistently make best use of supervision sessions with staff, in order to raise the quality of practice to an even higher level.
- Staff provide a range of well-structured activities for the children. However, at times, staff do not organise all routines and activities effectively to support children's learning.

What the setting needs to do to improve further

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

- develop supervision sessions further to reflect even more on the quality of practice, in order to raise the quality of the provision even further
- review the organisation of routines and activities to ensure that children are continuously engaged.

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 of an activity with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Julie Campbell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff place a high priority on safeguarding children and are clear about the procedures to follow should they have concerns about a child. Furthermore, staff keep themselves up to date with legislation. They have a good understanding of their role within the 'Prevent' duty and can recognise signs that a family might be vulnerable to radicalisation. The manager uses robust procedures for the recruitment and induction of new staff, to ensure that children are cared for by suitable people. The management team regularly reviews the progress that children make. It identifies any gaps in children's learning and helps staff to plan what children need to learn next. Where children are identified as requiring additional support, staff develop robust individual support plans.

Quality of teaching, learning and assessment is good

All children participate in well-planned activities which encourage their physical development. Older children enjoy climbing over large tyres and riding bicycles. They water the plants, pick lettuce and relish digging in the mud in the well-resourced garden. Babies have fun climbing on soft play and using their small-muscle skills to make marks in flour. Staff make regular observations and assessments about what children know and can do, as they play. They take account of individual children's interests and learning needs when planning exciting activities for them. For example, older children show an interest in cooking, so as a result, staff carry out a pizza-making activity. Children engage in pretend play which helps to develop their imaginative skills. They mix up mud and leaves and sing happy birthday as they present their 'birthday cake' to staff.

Personal development, behaviour and welfare are good

Staff work closely with parents. They gather a wealth of information about children's likes, dislikes and daily routines, when they first start at the setting. This ensures that staff fully understand children's individual needs. Staff provide clear guidance for children about what is acceptable behaviour. They successfully promote children's good behaviour. Staff encourage children to share, take turns and play cooperatively together. They work closely with families during settling-in periods. Children receive a range of nutritious snacks and meals. Staff routinely support all children to understand the importance of following healthy lifestyles. For example, they discuss the benefits of healthy eating as they water the apple and pear trees in the garden.

Outcomes for children are good

All children, including those who are in receipt of funded education, are making good progress. Children learn to work together as a team, share and take turns. They enjoy being creative, painting on a large scale using rollers, leaves and sponges. Young children are developing their independence skills as they wash their own hands and try to put on their coats and shoes. Children are developing the skills needed for their future learning.

Setting details

Unique reference number	314055
Local authority	Durham
Inspection number	10117585
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	67
Number of children on roll	102
Name of registered person	Bishop Auckland College
Registered person unique reference number	RP519427
Date of previous inspection	5 February 2014
Telephone number	01388 443123

Bishop Auckland College Nursery registered in 1995. It is situated in the grounds of Bishop Auckland College in the Bishop Auckland area of County Durham. The nursery employs 21 members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including three members of staff with early years degrees. The nursery opens Monday to Friday, all year, from 8am to 5.30pm. It provides funded early education for two-, three- and four-year-old children.

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