

# Inspection of Dean Bank Early Years

12 Beaumont Street, Ferryhill, County Durham DL17 8PH

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Inspection date: 3 October 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders and staff have high expectations for every child. They carefully plan the learning environment to support children's knowledge and skills. This helps to provide children with a learning environment which promotes confidence and a willingness to try and develop new skills. Staff welcome children warmly on arrival into the setting. Children are confident to access the calm and inviting environment and show that they feel safe and secure. They are confident in making choices about how they want to learn and what to play with. This means children remain in their chosen play for long periods.

Children have good opportunities to be outdoors and practise their physical skills. Younger children relish making discoveries as they play in water. They enthusiastically jump in the puddles they make and observe the impact from their actions. Children develop their early literacy skills well. For example, they explore making marks and talk confidently about the meaning of the marks they have made. Staff are good role models for children. They take every opportunity to praise children's positive behaviour. Staff help children learn how to share, take turns, show consideration towards others and understand what friendship means. Children develop important skills for their future learning.

### **What does the early years setting do well and what does it need to do better?**

- Staff use good systems to observe, plan and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to support consistent practices throughout the setting.
- Children with special educational needs are supported well. Secure partnerships with parents and other professionals support children reach their full potential. Leaders use additional funding effectively to ensure gaps in children's learning narrow and they make good progress.
- Leaders and staff are very passionate about giving children the skills and knowledge they need to succeed in their future lives. They plan learning experiences to build on gaps in children's experiences. For example, children learn about growing fruit and vegetables.
- Partnerships with parents are very effective. Leaders and staff use various strategies to engage parents with their children's learning. Staff regularly welcome parents into the setting to join children in activities. For example, staff, parents and children take part in preparing healthy and nutritious soup made from vegetables children grow in the allotment garden.
- Staff place a clear emphasis on children developing the skills they need to support their early writing skills. For example, they plan fun activities for children to develop their small-muscle skills and manual dexterity as they knead and roll dough to music.

- Children are curious and eager to explore and make discoveries. For instance, staff encourage children to cut into a lemon and explore what is inside. They encourage children to carefully examine the ridged skin of pumpkins and other vegetables. Children have good opportunities to explore using all their senses.
- Children understand how to keep themselves healthy. For example, they learn about good dental hygiene routines and brush their teeth enthusiastically as staff sing songs to help them learn how to clean their teeth thoroughly.
- Staff actively look for ways to develop children's understanding of the world around them and people, families and communities beyond their own. For example, they broaden children's experiences by introducing road atlas books and help children to make and annotate books about the places they visit.
- Staff are well qualified and supported effectively by leaders. For example, they observe staff teaching practice and provide training to update staff's professional skills. This has a positive impact on children's learning outcomes. For instance, staff have raised their awareness of using opportunities to enhance children's thinking skills.
- Staff do not always help children to understand what is expected of them during changes in the routine, such as tidy up time.
- Although staff teach children how to keep themselves safe, they do always help children to understand the reasons for this. For example, children do not always understand why they need to take care when using some resources.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure all staff undertake regular safeguarding training. Staff demonstrate a clear understanding of how to recognise signs of potential abuse and neglect and wider safeguarding issues. They know the action they must take if they have concerns about a child. Safeguarding information is clearly displayed, reminding everyone of their duty to report concerns. Leaders follow safer recruitment guidelines to ensure new staff are suitable and existing staff remain so. Regular fire drills enable all staff and children to learn how to evacuate the premises swiftly.

## **What does the setting need to do to improve?**

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

- support children to develop a greater understanding of why they need to handle some resources with care
- help children understand what is expected of them during changes of routines.

## Setting details

<b>Unique reference number</b>	EY281593
<b>Local authority</b>	Durham
<b>Inspection number</b>	10062699
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Durham County Council
<b>Registered person unique reference number</b>	RP910895
<b>Telephone number</b>	03000 269086
<b>Date of previous inspection</b>	21 August 2015

## Information about this early years setting

Dean Bank Early Years registered in 2004 and is based within Dean Banks Children's Centre. The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The manager holds a qualification at level 6 and early years professional status. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 6pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

June Robinson

## Inspection activities

- The inspector completed a learning walk with the manager, observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- A meeting was held with the manager and one of the registered individuals. During this meeting, discussions were held about the development of the nursery, and the inspector checked evidence of the suitability of staff.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The manager took part in a joint observation with the inspector.
- The inspector took into account the views of parents spoken to on the day.

We carried out this inspection 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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