

# Inspection of William House Nursery

The Old Presbytery, Barton Street, Darlington, Co. Durham DL1 2LN

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Inspection date:

29 October 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision requires improvement**

Leaders, managers and staff work hard to create a family friendly environment. Partnerships with parents are effective and they speak very highly of the nursery and staff team. Staff spend time getting to know children and their families. For example, they prepare activities based on children's interests to support them during their settling-in stage. This has a positive impact on children's personal, social and emotional development. Children of all age groups show they feel happy and secure in the nursery. Their behaviour is very positive and they have good levels of self-esteem. However, staff do not ensure children are always within their sight and/or hearing as they move around inside and outdoor spaces.

Children are keen to join in with activities and older children show increasing levels of confidence when they explore and experiment. They concentrate well on activities. However, on occasion, staff do not wait for children to share their existing knowledge before providing answers. Staff have high expectations for all children. For instance, they support children with special educational needs and/or disabilities (SEND) using tailored learning plans. Funding is used effectively to close gaps in children's learning and provide activities that broaden their experience of the world.

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

- Staff use their knowledge of children's developmental stages to plan stimulating and enjoyable activities. For example, staff support babies to develop their sensory play using trays of coloured rice and resources to pour and empty. Babies show they feel safe to try new activities as they sit close to their key person and thrive on the praise and encouragement provided.
- Pre-school children have very good communication and language skills. They are excited when exploring a wide range of instruments and learn songs rapidly to perform in front of parents and families. Staff carefully plan to extend children's development in every area of their learning using music and dance. However, they miss some opportunities to find out how much knowledge children gain from experiences as they provide answers too quickly.
- Staff respond enthusiastically to children's interests and use them to develop good-quality experiences. For example, children enjoy exploring the autumn tray and use magnifying glasses to examine the conkers brought in. Staff build on children's understanding of the world. They use extra funding to take children into the local community to see where conkers come from and why they fall to the ground.
- Young children are encouraged to develop a love of stories and thoroughly enjoy using props as they listen intently. Staff read clearly and model language, which children begin to repeat. Children have very good listening skills and maintain

their attention for the duration of the story.

- Leaders and managers provide staff with a range of training, policies and procedures, and support to help them be effective in their role. Despite this, head-count procedures and risk assessments are not followed consistently by staff. For a short length of time, children have been out of sight and hearing from staff. In addition, the provider has failed to notify Ofsted of significant events.
- The staff team are highly qualified and experienced. Leaders and managers encourage reflective practice and have developed peer observations to identify strengths and areas to develop. For example, staff have reflected on the sensory overload in the rooms and reduced this to promote calm environments. Staff are very complimentary about their leadership team and work environment. They say they feel very valued and supported.
- Staff show care and warmth towards all children in the nursery. Children show they feel confident with every member of staff and are happy to engage with them. They have very good social skills and react positively in new situations.
- Children with SEND are effectively supported. Staff work hard to maintain high levels of cleanliness and complete risk assessments on activities so children can be fully included and involved. Children's health, well-being and independence are actively promoted.
- Partnerships are effective. Staff work alongside other professionals, such as teachers and speech and language therapists, to promote continuity for children. Parents say the staff are 'amazing' and they are very happy with how informed and included they feel in their child's learning.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Staff are highly trained to recognise and respond to signs of abuse and neglect in children. There are several members of staff who have advanced safeguarding training. Staff confidently identify any situations that would give them cause for concern and have a robust understanding of wider child protection issues, such as radicalisation and female genital mutilation. The leadership team follows robust recruitment and induction procedures to ensure staff are suitable to work with children. All staff are trained in paediatric first aid to help them deal with medical emergencies swiftly. Staff teach children about their own safety and help them to build resilience and respect. Older children learn how to stay safe when using the internet and talk confidently about the importance of recycling.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure children are always within sight or hearing of staff when they use indoor and outdoor areas of the nursery.	28/11/2019

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

- provide older children with further opportunities to share their existing knowledge, particularly during planned activities.

## Setting details

<b>Unique reference number</b>	301136
<b>Local authority</b>	Darlington
<b>Inspection number</b>	10117578
<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>	0 to 10
<b>Total number of places</b>	86
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	William House Nursery
<b>Registered person unique reference number</b>	RP523087
<b>Telephone number</b>	01325 489997
<b>Date of previous inspection</b>	4 October 2013

## Information about this early years setting

William House Nursery registered in 1990. The nursery employs 23 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, with six at level 6, including the manager, and two at level 4. The deputy manager has qualified teacher status. The nursery opens from Monday to Friday all year round, except for for one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Staff and children spoke to the inspector throughout the inspection and shared their views and experiences.
- Joint observations were completed indoors and outdoors with the nursery manager and deputy manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's policies, risk assessments and evidence of the suitability of staff working in the nursery.
- Parents provided written and verbal feedback on the day of the inspection. The inspector took their views into account.

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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