

Inspection of Ferndene Nursery

64 Elton Parade, Darlington, County Durham DL3 8PQ

Inspection date: 6 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children in this nursery have remarkably positive attitudes. They are highly motivated learners who eagerly join in with activities and play together harmoniously. For example, two children cooperate extremely well to make a birthday cake from bricks for a member of staff. Staff promote kindness and consideration at all times. Children learn to think about the needs and feelings of others and they show great support and empathy to their friends.

Managers have high aspirations for both staff and children. The well-qualified staff build on their skills and knowledge through carefully planned professional development opportunities. Managers explain that this gives staff more confidence in their role and that aspects of teaching have improved. For example, staff have started to provide more resources that encourage babies to explore and investigate. However, managers and staff have not considered even more effective ways to support children's very early language development.

Parents are very happy with the care and learning experiences provided. They feel assured that their children are safe and extremely happy in nursery. Children demonstrate a strong sense of security. For example, they select their own resources and seek out support from adults when they need it.

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

- Children behave remarkably well. They fully understand staff's boundaries and develop an excellent understanding of how to keep themselves safe. For example, toddlers know not to use the climbing frame when a cone is placed on it. Staff encourage older children to take managed risks. They talk about how to stay safe, for example, when climbing the apple tree in the garden.
- Staff have a good understanding of the curriculum. They plan carefully for children's ongoing learning, which, generally, helps build on what they know, remember and can do. However, staff working with babies and toddlers do not consistently support their early speaking skills to the highest levels. Sometimes, they use language that is too complex for children's stage of development.
- Older children become absorbed at story time. Staff read in a way that excites children, who eagerly join in with familiar phrases and guess what will happen next. This helps children to develop skills in literacy and learn new words.
- Staff develop effective partnerships with others. For example, good relationships with schools help to ease children's transition into Reception class. Staff share information with parents about children's learning. They offer guidance to extend this at home. For example, they provide a lending library to encourage parents to read with their child.
- Children are extremely confident learners. Older children show very good

imaginative skills. For example, they build 'aliens' from bricks and discuss what they might do. Younger children concentrate intently when posting balls through tubes. Parents comment on children's remarkable problem-solving skills and perseverance.

- Relationships between staff and children are warm and nurturing. Babies smile in delight at the sight of familiar staff. Older children snuggle up to them while listening to stories. Staff support children particularly well to understand and express their feelings. Parents consider this to be a significant strength of the nursery.
- Children benefit from nutritious meals and snacks and have plenty of fresh air. This helps to promote their good physical health. However, staff do not consistently teach children about the importance of good hygiene habits.
- Managers have well-embedded systems to supervise and support staff and ensure that their well-being is prioritised. Staff work well together and feel valued and respected. More experienced staff share their strengths with newer members of the team, which contributes to ongoing improvements to the already good quality of teaching.
- Children have plentiful opportunities to explore the similarities and differences between themselves and others. For example, parents visit nursery to teach children about values that are important to their family and share some words from other languages. Resources and activities in the nursery reflect the diversity of the local community and the wider world well.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are committed to keeping their knowledge up to date. For example, they attend regular training and discuss safeguarding practice during staff meetings. This contributes to their secure understanding of child protection. They know how to identify children at risk of harm and how to report any concerns. Robust recruitment procedures and regular ongoing checks help to ensure that staff are suitable for their role. Children play in a secure and safe environment. Staff inform parents about safeguarding through newsletters. For example, they remind them not to allow others access through the gate when they arrive and leave the premises.

What does the setting need to do to improve?

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

- refine staff's interactions with babies and the youngest children and help them to develop their early speaking skills even more effectively
- strengthen children's understanding of hygiene procedures that help to promote their good health.

Setting details

Unique reference number	508025
Local authority	Darlington
Inspection number	10117607
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	78
Number of children on roll	99
Name of registered person	Great Little Childcare Company Limited
Registered person unique reference number	RP907057
Telephone number	01325 468774
Date of previous inspection	19 June 2014

Information about this early years setting

Ferndene Nursery registered in 1987. The nursery employs 13 members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including one staff member who holds a level 5 qualification and one with qualified teacher status. The nursery opens Monday to Friday from 8am until 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The manager gave the inspector a tour of the premises. She discussed how the nursery is organised and explained the curriculum that staff follow.
- The inspector observed staff's teaching in all rooms and in the outdoor area. She assessed its impact on children's learning and development.
- The manager and inspector observed an activity and evaluated it together.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of a number of parents spoken to on the day and considered written feedback from others.
- The provider, manager and inspector met to discuss leadership and management issues. The inspector looked at relevant documents, including evidence of the suitability checks carried out on staff and evidence of their qualifications.

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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