

# Inspection of Aycliffe Day Nursery

Community Centre, Morrison Close, NEWTON AYCLIFFE, County Durham DL5 4QZ

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Inspection date:

26 November 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children demonstrate that they are happy. They confidently leave their parents at the door and quickly settle into the nursery routine. Children are cared for by staff who are familiar with their care needs. For example, babies are encouraged to sleep and rest when they are tired. Children make choices about what they want to play with from the activities available to them. They develop their small-muscle skills as they fix construction pieces together and use their hands and fingers to manipulate dough. Children are eager to join in activities outside, and they benefit from plenty of fresh air and exercise. They propel wheeled toys with their feet, manoeuvring them well to avoid bumping into their friends.

Children listen well to familiar stories, which staff read with enthusiasm and so capture children's interest. They sing songs and use simple words to talk to adults and each other. Children play well together and are beginning to form friendships. They learn to share and take turns. Older children use technology to learn about numbers. They are imaginative as they play with dolls, dress up and imitate their own life experiences. However, too much teaching is incidental. The curriculum is not sufficiently planned or embedded to focus on what children need to learn next.

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

- The provider, who is also the manager, has an overview of the curriculum and knows what she intends children to learn. However, this is not embedded into practice. Staff have a general overview of the children they support. They make observations and assessments of children's learning and have some understanding about what children already know and can do. However, staff do not use this information to accurately identify, plan and focus their teaching on what children need to learn next. As a result, although children make some progress in their learning, they do not make the progress of which they are capable.
- There are some arrangements in place for the supervision and performance management of staff. However, these have not resulted in the quality of education being raised to a consistently good level. Staff do not consistently make sure that they manage the environment in a way that supports children's learning as effectively as possible. For example, noise levels are sometimes too high for children to hear what is being said to them. This means that children sometimes become distracted and unable to concentrate.
- Overall, children are well supported to develop early communication and language skills. However, at times, staff do not ask children questions that require them to provide anything more than a 'yes' or 'no' answer. This does not support children effectively to build their vocabulary and form longer sentences.
- Generally, children's behaviour is good. Staff are aware of the reasons why

children's behaviour occasionally becomes inappropriate and can recognise the trigger points. Staff model good manners and teach children social courtesies, such as saying 'please' and 'thank you', as they play. Staff work with parents to put strategies into place for children who require extra support to manage their behaviour. This helps children to learn boundaries and expectations.

- Staff are not always deployed effectively. For example, every day, one member of staff spends an excessive amount of time recording children's personal care routines. Furthermore, the system that is currently in place to record children's progress requires excessive paperwork, which staff sometimes do in their own time. This means that, during these prolonged breaks, staff are not available to interact and focus on children's care and learning.
- Staff encourage children to eat healthily and teach them about hygiene and how to promote their own good health. Most of the children are able to independently manage simple tasks for themselves. However, staff do not consistently support this. For example, staff are too eager to pour children's drinks, put their coats on for them and wipe their runny noses before encouraging them to try to do these things for themselves.
- Parents and grandparents say that they are very happy with the provision. Despite some restrictions to them entering the premises, due to the COVID-19 pandemic, they say that communication with the nursery is good. They say that staff are friendly, and that children enjoy nursery and are learning things that they have not been taught at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of the signs that may indicate that a child is being abused or neglected. This includes signs of radicalisation and extremist views. They complete training to further their knowledge, and the manager asks them questions to ensure that training has been understood. The manager and staff know where to report any concerns and how to seek advice should they need to. Recruitment procedures are robust to ensure that everyone working with the children is safe and suitable. Risk assessments are effective as staff identify and minimise potential risks indoors and outdoors.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve and monitor the implementation of the curriculum to ensure that staff identify, plan and deliver learning experiences which are focused on what children need to learn next	10/12/2021
give more consideration to how the environment can best be managed to enable children to concentrate and consistently hear what is being said to them	10/12/2021
ensure that staff are deployed effectively so that their time is spent with the children and not focused on the need to maintain paperwork.	10/12/2021

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

- support staff to develop more effective questioning skills, to extend children's communication and language skills
- develop a consistent approach to supporting children to develop their independence and self-help skills.

## Setting details

<b>Unique reference number</b>	EY452589
<b>Local authority</b>	Durham
<b>Inspection number</b>	10214285
<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 at time of inspection</b>	0 to 10
<b>Total number of places</b>	28
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Taylor, Jane-Hayes
<b>Registered person unique reference number</b>	RP514956
<b>Telephone number</b>	07761 818514
<b>Date of previous inspection</b>	6 January 2017

## Information about this early years setting

Aycliffe Day Nursery registered in 2012. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the nursery manager/provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents and grandparents during the inspection and took account of their views.

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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