

Inspection of Witton Gilbert Nursery

Witton Gilbert County School, Sacriston Lane, Witton Gilbert, Durham DH7 6TF

Inspection date: 6 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and feel secure in the warm and friendly environment. Although parents have not been able to enter the premises during the COVID-19 pandemic, children still show that they are settled. They move around the nursery with ease and are familiar with their surroundings. They quickly engage in their chosen activities. Children have close relationships with staff and with their peers. They play collaboratively together and show kindness and concern for others. For example, they help their friends who are struggling to put on their shoes ready for outdoor play. They build on what they already know as they help each other to fasten their laces. They persevere with tasks and demonstrate a positive 'can-do' attitude.

Staff make learning fun. They have high expectations of children, overall. Staff plan a curriculum that reflects children's individual interests, likes and dislikes. All children, including those who receive additional funding, are making good progress. Clear, calm and positive communication is a strength at the setting. Children communicate how they are feeling to staff and friends during circle time. Children's emotions are managed well. They learn to be resilient and quickly move on from any setbacks.

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

- The nursery has a strong key-person system in place. Children settle in quickly to the setting and they form strong bonds with staff. Children are confident and self-assured.
- Following the COVID-19 pandemic, staff place a strong focus on children's personal, social and emotional development. They plan many opportunities to support this. However, staff do not always have a clear understanding of what they want children to learn in some other areas and focus precisely on their next steps. Some activities do not consistently offer the highest levels of challenge.
- Language development is a strong focus at the nursery. Staff support this particularly well. For example, children learn a word of the week, using vocabulary such as 'spectacular'. Children delight in using sign language alongside various songs to support their communication.
- Children follow simple and clear rules and know what is expected of them. For instance, they stop and listen when a bell sounds and begin to tidy away. They enjoy the responsibility of assisting staff to put away the rubber floor markers.
- Staff ignite a love of books and stories with children of all ages. They read enthusiastically to children and make stories engaging and interactive. Children join in excitedly with a story about 'Santa'. This helps children to become familiar with the words and concepts that the story contains.
- Children learn about the wider world. For example, staff take the children on a

weekly well-being walk. They stomp in streams, learn about animal habitats and 'trip trap' over bridges. Staff talk to children about the nursery's pet fish. They show great interest in how it looks and moves.

- Home visits for all children before they start promote their well-being and provide a smooth transition between home and the nursery. Staff support the needs of children with special educational needs and/or disabilities with dedication. Secure partnerships with outside professionals further support children's good progress.
- Staff encourage children to make their own choices and have a voice. Children are supported to understand the importance of diversity. They learn about gender equality and have equal access to play opportunities. Staff skilfully include all children who show an interest in playing with the dolls and pushchairs. Similarly, all children are encouraged to play with the real tools and construction vehicles. Children take part in celebrations that are similar and different to their own.
- The manager is dedicated and wants the best for the children and families in her care. She is a strong leader and supportive of her staff team. Staff are conscientious and well organised. They are dedicated to the continuous improvement of the setting. Staff benefit from a system of appraisal and the monitoring of their performance and training. However, it is not yet thorough enough to clearly identify how staff can raise the quality of their practice to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of child protection issues. They understand their roles and responsibilities in keeping children safe and know how to refer any concerns that they may have. Staff have a clear understanding of what to do if any allegation is made against a member of staff, or if they have concerns about a colleague's conduct. They are confident to discuss signs of potential abuse, including female genital mutilation and neglect. The manager regularly updates the policies and procedures to help provide clarity for staff if they need to use them. Staff use risk assessments effectively and ensure that areas are safe and secure for children.

What does the setting need to do to improve?

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

- focus more precisely on what children need to learn in order to challenge and extend their learning
- strengthen support, coaching and training opportunities for staff in order to raise the quality of education to the highest level.

Setting details

Unique reference number	2551563
Local authority	Durham
Inspection number	10214318
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	18
Number of children on roll	19
Name of registered person	Witton Gilbert Nursery CIC
Registered person unique reference number	2551562
Telephone number	07971799575
Date of previous inspection	Not applicable

Information about this early years setting

Witton Gilbert Nursery registered in 2019. It is an independent nursery operating within Witton Gilbert Primary School in County Durham. The nursery employs five members of staff. Of these, all hold appropriate qualifications at level 3 and above. The manager holds early years professional status. The nursery operates Monday to Friday in term time. Sessions are from 8am to 4pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and manager completed a learning walk across all areas of the provision to understand how the leaders and staff organise the curriculum and environment.
- A joint observation was carried out by the inspector and manager to evaluate the quality of education.
- A meeting was held between the inspector and manager to discuss arrangements for self-evaluation, recruitment and staff's suitability.
- The inspector spoke to staff and parents at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including public liability insurance, the safeguarding policy and procedures, and paediatric first-aid qualifications.
- The views and opinions of the children and parents were taken into account during the inspection.

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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