

Inspection of Deerness Valley Nursery

Yew Tree House, New Brancepeth, Durham, County Durham DH7 7EZ

Inspection date: 22 March 2022

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 feel safe and secure at this family-orientated setting. They leave their parents at the gate and quickly become immersed in exciting activities. For example, children select magnifying glasses and hunt for insects in the garden. Children squeal with delight when they find a toad. They use their magnifying glasses to carefully observe the toad. Children dig in the mug and find beetles and worms. Staff support children to learn about the life cycle of insects. This helps children to develop their understanding of the world around them.

Children behave very well. Staff support children to share and take turns. Children show confidence and independence as they explore the range of activities and resources available. Children choose what they want to do and are engaged in their play. For example, children freely choose to access construction and mark-making equipment.

Children help to prepare lunch for the whole nursery. Lunchtimes are social occasions where children and staff sit together to eat. Older children mix with younger children and are very caring towards them. For example, they offer support to younger children and help them put on their indoor shoes. Staff praise children for their kindness, which helps to develop their self-esteem.

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

- The leadership team has a clear vision for future developments at the nursery. They are reflective practitioners who identify areas for development. They have recently made changes to the outdoor environment to further support children's learning. Regular team meetings and individual supervision sessions help to support staff's well-being. The leadership team provides staff with useful in-house professional development. This helps to extend staff's knowledge and skills.
- Staff are excellent role models. They teach children good manners and promote positive behaviour. Where children need support, staff provide gentle reminders. This helps children to develop a sense of right and wrong.
- Children's physical skills are developing well. Staff ensure that children have daily opportunities for outdoor play. Children dig in the mud and propel themselves on tractors. They chase their friends in the garden and enjoy the challenge as they climb trees. This helps to support the development of their balance, coordination and stamina. In addition, children connect pieces of train track together and complete inset puzzles. This helps to develop their small-muscle skills.
- Staff support children's early literacy and mathematical understanding well. Children sit together and thoroughly enjoy listening to stories. Older children

draw maps as they learn about the local community. They are keen to explain their drawing and write some letters from their names. Children develop their understanding of mathematics as they place sticks and leaves in a sequenced pattern. Older children are beginning to use mathematical language as they describe how their friends are moving 'backwards and forwards'.

- Overall, staff support children's language and communication skills well. They repeat words back to babies and narrate as children play. Staff introduce new vocabulary such as 'larvae'. However, on occasion staff ask questions but do not give children enough time to think or respond.
- Staff have a good understanding of the curriculum. They plan exciting and engaging experiences for children. Staff are aware of what children can already achieve, and use this as a starting point. Staff plan the environment well. This motivates children to learn. However, occasionally staff focus too much on daily routines or transitions, for example, at snack time and when moving from outdoors to inside. This interrupts children's play and some children become disengaged.
- Staff accurately assess children's development and identify where they need additional support. They work closely with parents and other professionals involved. Staff create individual support plans to ensure that children with special educational needs and/or disabilities make good progress.
- Staff develop positive relationships with parents. Parents are happy with the progress made by their children. They access updates through an online system. Parents say that they 'love the family feel' of the setting.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their safeguarding responsibilities. They explain the signs that may indicate a child is at risk of abuse. Staff fully understand the setting's safeguarding policy and know where to report their concerns. Furthermore, they are aware what to do in the event of an allegation being made against a colleague. Staff are also aware of safeguarding matters, such as female genital mutilation, radicalisation and county lines. The leadership team has robust arrangements for the recruitment and vetting of staff. In-depth risk assessments are carried out on all areas of the nursery. This helps to keep children safe.

What does the setting need to do to improve?

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

- give children plenty of time to respond to questions and promote their thinking and language skills even more effectively
- review and enhance some parts of the daily routines to maximise the learning for all children.

Setting details

Unique reference number	2564576
Local authority	Durham
Inspection number	10225974
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	0 to 5
Total number of places	20
Number of children on roll	47
Name of registered person	D V N Education Ltd
Registered person unique reference number	2564575
Telephone number	01913733040
Date of previous inspection	Not applicable

Information about this early years setting

Deerness Valley Nursery registered in 2020. The nursery employs 10 members of childcare staff. Of these, five members of staff have qualified teacher status, and one has a level 6 childcare qualification. The nursery opens from Monday to Friday for 48 weeks for the year. 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

Julie Campbell

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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