

Inspection of Aycliffe Day Nursery

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

Inspection date:

22 November 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are keen to enter the nursery and greet their friends and staff. The small staff team provides a warm, welcoming environment. They ensure all children build strong attachments with their key person. Children are very happy and move around the play areas with confidence. They make their own decisions about what toys and resources to use in their play.

Children's behaviour is good. They understand what is expected of them. They learn to share, take turns and to help each other out. Staff use gentle reminders to help children to understand the expected rules and boundaries. This includes the older children, who attend for wraparound care. They are kind and considerate to younger children, and invite them into their games.

Children learn about healthy lifestyles, such as the benefits of a healthy diet and brushing teeth. They learn about germs and possible risks. For example, they know not to use the cutlery that they accidentally drop on the floor, and ask for a clean knife. Children develop good independence skills. For instance, at snacktimes they put spread on their crackers, pour their own milk from jugs, and clear and sort their own waste.

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

- The provider, who is the manager, has reviewed and improved the quality of her provision since the last inspection. She has addressed the actions and recommendations relating to the educational programme and teaching, and has enhanced most aspects of the self-evaluation procedures. For example, staff have created interesting and well-organised play areas for children to explore and learn. Children are more focused, concentrate for longer and are motivated learners.
- Overall, the quality of staff's teaching is good. Staff use their knowledge of what children know and can do to help them make good progress in their learning. Staff are skilful in supporting children as they choose their own play. For example, they listen carefully and question children, as they measure and mix ingredients to make dough. They talk together about why it is 'too crumbly' or 'too wet'. This helps children think about how they can solve problems.
- There is a strong focus on supporting children well to develop their communication and language skills. Staff sit alongside children as they play, using effective strategies such as songs, rhymes and reading with props. These help children to understand and extend their vocabulary. Younger children, and those with speech delay, respond well when they pick up objects and try and repeat words that are modelled back for them by staff. This encourages them to repeat even more words.

- The manager monitors children's assessments well and is aware where children may require additional support. Staff work alongside parents and external agencies to help narrow any gaps in children's learning. Additional funding is used well to improve outcomes.
- Staff position books in all areas of the nursery, inside and outdoors. Children read to each other and present books to staff. Staff ensure they read clearly so children can contribute what they know. Staff build on their interests in activities. For example, when children are excited about the 'Goldilocks' fairy tale, staff create a sensory activity. This includes three different-sized bowls, teddy bears and spoons, alongside a tray full of porridge oats. Children recall the story as they scoop and compare sizes, to illustrate what they had just learned. This helps children develop new vocabulary and have an understanding of stories.
- Key persons spend quality, focused time with their children to concentrate on their individual learning goals. They share children's progress with parents and encourage them to get involved with their learning. However, although partnerships with parents are very supportive, some parents do not know their children's targets or how to help build on their child's learning at home.
- Staff have good opportunities to access training, and their well-being is considered during supervision sessions. However, plans to build on staff's monitoring skills and confidence, to help each other improve through peer observations, are not yet consistent. This does not fully support children to maximise their learning to the highest level.
- Children learn to have a go and to keep on trying at tasks. They shout, 'I did it myself', as they cut their jacket potato at lunchtime, and put on their own apron for water play. This helps prepare children well with the skills they require, in readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff are fully trained in child protection and know the signs that would alert them to concerns and the actions to take. Staff are clear about reporting in the event of an allegation being made about another member of staff. The provider ensures that all staff undertake regular update training to refresh their skills, to ensure the children's safety. Staff carry out regular checks to ensure hazards are identified and minimised, such as tripping and choking hazards.

What does the setting need to do to improve?

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

- improve the good partnership working with parents to ensure they are aware of children's targeted learning plans, and of how these can be promoted at home

- continue to strengthen the monitoring of staff's practice to identify and address any minor inconsistencies, to help raise teaching to the highest level.

Setting details

Unique reference number	EY452589
Local authority	Durham
Inspection number	10217100
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 at time of inspection	1 to 10
Total number of places	28
Number of children on roll	100
Name of registered person	Taylor, Jane-Hayes
Registered person unique reference number	RP514956
Telephone number	07761 818514
Date of previous inspection	26 November 2021

Information about this early years setting

Aycliffe Day Nursery registered in 2012 and is situated in Newton Aycliffe, County Durham. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The provider, who is the manager, holds 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
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed activities and staff's interactions with children playing and learning, inside and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a learning walk with the provider, and discussed the curriculum and what they want their children to learn.
- The inspector carried out two joint observations with the manager.
- The inspector spoke with children, staff and parents at appropriate times and took account of their views.
- The provider and inspector held discussions about future development plans, safeguarding and risk assessment.
- The inspector reviewed a range of documentation, including evidence of staff suitability.

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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