

# Inspection of Craghead Childcare Centre

The Middles, Craghead, Stanley, County Durham DH9 6AG

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Inspection date:

22 February 2023

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## **Overall effectiveness**

## **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 enjoy their time at this warm, friendly nursery. They happily leave their parents and settle quickly into the welcoming environment. Older children self-register, using pictures that correspond with the initial letter sounds of their names. This helps to develop children's early literacy skills. Babies enjoy reassuring cuddles and comfort if they become tired. This supports their emotional development.

However, leaders and staff do not have an ambitious curriculum for all children. For instance, during some activities staff take into account children's individual interests. However, assessment information is variable as some staff do not consider what children need to learn next. When reading a story to a group, staff do not take into account the learning needs of all children involved. This hinders the progress that children make. That said, children enjoy the interesting activities and resources available. For example, pre-school children create their own race car tracks and a nail salon from large construction blocks. This helps to develop their physical and imagination skills. Children relish the time they spend in the well-resourced outdoor area. They build with large blocks and walk along wooden planks. This helps to develop their balance and coordination.

Generally, children behave well. For instance, older children share resources and take turns. However, when younger children display unwanted behaviour staff say 'no' without any explanation. This means that children do not learn about behavioural expectations.

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

- The manager has a general overview of the curriculum. There are some aims for children to achieve as they move through the setting. However, the curriculum for children is not detailed enough. It does not provide sufficient challenge or focus enough on what children need to learn next. This means that children do not make rapid progress.
- Staff have positive relationships with parents and carers. Parents comment that staff are 'amazing and very child-centred'. They explain how supported they feel by staff at the setting. Parents praise the communication between the setting and home. They explain that they use an online app to keep up to date with their children's learning and development. This helps parents support children's learning at home.
- The leadership team provides supervision which helps to support staff's well-being. Staff report that they feel well supported by the leadership team. They attend some online training. However, leaders do not ensure that coaching and mentoring of staff is effective in identifying and improving staff practice. This has an impact on the quality of education that children receive.

- The nursery provides a good range of nutritious, balanced meals and snacks. Staff talk to children about the importance of eating healthy meals. Children spend time outside where they run and climb on a wooden climbing frame. This helps to develop children's large-muscle skills.
- Overall, children's behaviour is good. Staff provide regular praise and encouragement, which helps to raise children's confidence and self-esteem. However, on occasions where children display unwanted behaviour, staff do not always provide clear and consistent messages about why some behaviours are not acceptable.
- The special educational needs coordinator ensures that children with additional needs get the right help promptly. Staff work closely with other professionals, such as local authority advisors, speech and language therapists and the area special educational needs coordinator. This ensures that children receive the support they require.
- Staff have good transition arrangements in place for children moving to new rooms. They plan regular visits for children to the new rooms to help them become familiar with staff and the environment. They pass on relevant information about children's care needs.
- Children's mathematical skills are well supported. Older children count as they add scoops of porridge to bowls. They successfully identify the 'large' and 'small' bowls as they read 'Goldilocks and the Three Bears'. Young children count one, two, three as they add metal rings onto a holder. This helps to develop children's early mathematical skills.
- Staff engage in meaningful conversations and introduce new vocabulary. For instance, during nappy changing routines, staff discuss what sea life animals children can see. Babies repeat animal noises. Toddlers enjoy listening to 'Dear Zoo' and singing songs. Older children confidently explain their construction models. Staff ask age-appropriate questions and give children time to think and respond. This helps to develop children's vocabulary.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff understand their role and responsibility to keep children safe. Staff are aware of the signs and symptoms of abuse and know what action to take should they have such concerns. Staff have good knowledge of safeguarding, including the risks of families being exposed to extreme views and behaviours, the impact of domestic violence and county lines. Staff know the correct procedures to follow if an allegation is made about a member of staff. They attend regular training to keep their knowledge up to date. There are effective arrangements to check the ongoing suitability of staff. The premises are safe and secure. Staff carry out regular risk assessments. This helps to keep children safe.

## **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>
review and improve the curriculum, so that it clearly sequences the knowledge and skills that children need to develop and engages children in meaningful learning	10/03/2023
implement effective systems for staff supervision, coaching, mentoring, and training to improve staff knowledge of the curriculum, and to promote consistently good teaching and learning.	17/03/2023

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

- support staff to teach younger children about the concept of right and wrong, and why some behaviours are unwanted, more effectively in practice.

## Setting details

<b>Unique reference number</b>	EY293651
<b>Local authority</b>	Durham
<b>Inspection number</b>	10263511
<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 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Craghead Development Trust Limited
<b>Registered person unique reference number</b>	RP524990
<b>Telephone number</b>	01207 281 597
<b>Date of previous inspection</b>	4 May 2017

## Information about this early years setting

Craghead Childcare Centre registered in 2004. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and 10 hold an appropriate early qualification at level 3. The nursery is open Monday to Friday for 51 weeks of the year. Sessions are from 8am to 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 of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection and told them what they enjoy about the setting.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting.
- The inspector carried out a joint observation of an activity with the manager.

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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