

Inspection of Nurserytime

117 Commercial Street, Willington DL15 0AA

Inspection date: 31 May 2023

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 arrive happily at this warm, welcoming setting. Friendly, attentive and nurturing staff greet them with smiles. Children show they feel safe and secure as they confidently say goodbye to their parents with ease. Staff are vigilant to children's emotional needs. They offer reassurance through cuddles and smiles, and children respond with affection. The highly effective key-person system is firmly embedded within the setting. Staff have high expectations for children. All children, including those with special educational needs and/or disabilities, and their families, are very well supported.

Children have excellent opportunities to develop their small-muscle skills. For example, children strengthen their hand muscles as they investigate a range of activities. Younger children roll dough and press cutters to make different shapes. Older children concentrate as they use pipettes to add water to the dough and investigate the change in textures.

Children are forming special friendships with each other as they initiate their own play. For example, at lunchtime children join together. They see their siblings and other children. This allows children time to talk about the day's events, share experiences and develop a raft of social skills.

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

- Children rest and sleep according to their individual needs. Staff liaise with parents about changes to sleeping patterns and dietary needs. They offer guidance to parents as to how best to support children. This reflects good partnerships while also helping to meet the ever changing needs of children.
- Children learn to express themselves confidently. Staff encourage the use of gestures, expressions and verbal responses to support children's communication skills. Younger children use pictorial aids to express their choice in activities. They select spoons associated with favourite songs to communicate which ones they want to sing. Older children confidently use expressive language to describe their play. Staff introduce new words to extend children's vocabulary during activities. Children use these words, such as 'juicy, grapefruit, squeeze, sour, flavour' and 'fragrant' to describe the various fruits they explore.
- Children access a well-balanced curriculum that supports all areas of their learning and builds on what they already know and can do. Staff closely monitor children's progress from the start. They are skilled at recognising when children require additional support and work well with the management team to arrange early intervention. This helps children to progress from their starting points. However, at times, staff do not always explore ways to extend children's mathematical skills.

- Behaviour throughout the nursery is good. Staff provide positive role models and offer praise and encouragement. They are quick to address negative behaviour, and support children to learn what behaviour is acceptable and what is not. Staff encourage children to be kind to their friends and take turns during play activities.
- The management team have a clear vision of the nursery's strengths and areas for development. They give staff well-being high priority. They support staff well and carry out supervision sessions and appraisal meetings. Staff report that the nursery is like a 'family', they feel valued and staff morale is high.
- Parents are uniformly delighted with the setting. They are extremely happy and confident with the care and education offered to their children. They comment on how children thrive in the nursery, supported by loving and attentive staff. They are appreciative of the excellent communication from the nursery and use the online application platform.
- Children have good communication skills, and staff use lots of language opportunities to extend and develop children's vocabulary. From the earliest age, children are encouraged to babble and explore with their voices. Older children enjoy stories where they are able to retell the story with confidence. Staff give children sufficient time to process what they have learned. However, on some occasions, group activities are not sharply focused on each child's individual needs, and quieter children sit outside of the activity with less adult interaction.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms that may indicate that a child is at risk of harm. The management team have clear processes in place for recording and reporting concerns. Staff are confident in following the processes, including where there are concerns raised relating to other members of staff. Leaders and managers know their responsibility for safeguarding children and acting on any concerns. They ensure recruitment processes include checking that staff are suitable to work with children. Staff routinely assess risks in the environment and in the activities they offer to ensure that children are safe and any accidents are recorded and reported to parents.

What does the setting need to do to improve?

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

- maximise opportunities for children to further develop and practise their early mathematical skills
- engage quieter children more in discussions and activities, so that they benefit from the same good quality interactions as the more confident children.

Setting details

Unique reference number	2625142
Local authority	Durham
Inspection number	10289460
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	1 to 6
Total number of places	89
Number of children on roll	116
Name of registered person	Nurserytime Ltd
Registered person unique reference number	2625141
Telephone number	07836718332
Date of previous inspection	Not applicable

Information about this early years setting

Nurserytime registered in 2021. The nursery employs 13 members of childcare staff, of whom nine hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The manager and inspector completed a joint observation of an activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector took account of parents' views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023