

Inspection of Craghead Childcare Centre

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

Inspection date: 23 January 2024

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

The managers and staff have worked successfully to address the actions set at the last inspection. The curriculum is ambitious in supporting all children, including those with special education needs and/or disabilities (SEND), to make good progress. The curriculum has been sequenced to ensure that younger children build on their self-confidence and develop in key areas of learning, such as communication and social skills. Older children are supported to prepare for school, with a focus on teaching skills in independence.

Staff show high levels of respect towards the children and families and this has resulted in very secure and trusting relationships. Children show they feel happy and safe here. For example, when children need emotional support, they run to their favourite members of staff to receive comfort and cuddles. Staff respond warmly. They understand the children's needs and they know the best way to calm and soothe them.

Staff have high expectations of behaviour and are quick to provide gentle support to help children resolve conflict. Staff promote positive behaviours in children by providing lots of praise when children make good choices in their behaviour. This is illustrated when children wait patiently for a friend to finish their turn at crossing the play bridge before having their own turn.

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

- The managers and staff have a clear understanding of how to sequence children's learning and skills across different areas of learning. For instance, to help children develop fine motor skills, they are provided with opportunities to thread beads, squeeze sponges in water play and explore play dough. This helps children progress towards holding a pencil and make marks with control and confidence.
- The managers and staff have thought carefully about their curriculum and how to best support children's development. They have changed the layout and structure of their rooms since the last inspection. This has had a positive impact on the development of two-year-olds who now have more space to practise their physical skills. They also benefit from observing the positive behaviours and play of the older children.
- Staff are responsive to children's interests and engage in their play. For example, when children make a circuit out of wooden blocks to balance on, staff hold their hands to help them balance. However, staff do not consistently make best use of opportunities during child led play to deepen children's learning.
- A range of quality picture books and nursery rhymes are used by staff to support children to build vocabulary and language skills. Children benefit from the

repetition of core stories and songs. This helps them to become very familiar with key language and practise their own vocabulary.

- Staff take part in weekly reflection meetings where they share their knowledge of the interests, progress and needs of children. Staff evaluate what has gone well and discuss how to support the next steps in children's learning. For instance, observations regarding children's interest in pizza lead to a pizza making activity with a focus on following instructions and mathematical skills.
- Care routines are well embedded into daily practice. Toddlers are carefully supervised as they climb onto a stool to proudly wash their hands independently before mealtimes. Older children display excellent table manners and behaviour when they sit down to eat their lunch. They enjoy this time and cheerfully chat to their friends about their interests and family lives.
- Managers and staff create a very inclusive and respectful ethos. All children, including those with SEND, have equal opportunities to fully experience all activities within the nursery. Children with SEND also benefit from targeted support, including advice from external agencies. This helps them make progress in key areas of learning, such as their social and physical skills.
- Relationships with families are a strength of the nursery. Parents praise the daily handover information which gives them confidence that their children are happy and well settled. Parents state that the support their children receive from staff has had a positive impact on children's progress, particularly in their speech and language development.
- Managers use pupil premium funding strategically. For instance, based on their assessments of children's levels of development, they have identified a need to develop physical and social skills. As a result, an external provider is coming into the nursery to provide dance and movement sessions.
- Staff state that the training they receive has given them greater understanding and focus on the curriculum which they are delivering. This has led to improvements in children's experiences in the nursery. They say they are well supported by managers.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan more effectively to ensure children benefit from high quality interactions and support.

Setting details

Unique reference number	EY293651
Local authority	Durham
Inspection number	10282374
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	0 to 4
Total number of places	38
Number of children on roll	49
Name of registered person	Craghead Development Trust Limited
Registered person unique reference number	RP524990
Telephone number	01207 281 597
Date of previous inspection	22 February 2023

Information about this early years setting

Craghead Childcare Centre registered in 2004 and is located in Stanley, County Durham. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and seven hold an appropriate early years 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- and three-year-old children.

Information about this inspection

Inspector
Dani Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents and grandparents shared their views of the nursery with the inspector.
- 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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