

# William House Nursery

The Old Presbytery, Barton Street, Darlington, Co. Durham, DL1 2LN

<b>Inspection date</b>	04/10/2013
Previous inspection date	24/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children enjoy a wealth of stimulating and exciting activities delivered by highly skilled and enthusiastic staff. As a result, children make excellent progress in their learning and development.
- The rich, well-planned and stimulating environment, combined with high-quality resources, means that children are provided with an exceptional educational programme, which has depth and breadth across the curriculum.
- Children are extremely happy and enjoy secure and trusting relationships with the staff, who provide them with constant praise and encouragement. This boosts children's self-esteem and results in them being extremely confident and self-assured individuals.
- Robust systems for observation, planning and assessment are in place. This ensures that the exemplary practice provides a wide range of challenging age and stage appropriate activities to capture children's interest.
- The promotion of children's independence, decision making and understanding of their own health and safety means that children are able to take calculated risks and to develop a positive approach to their own well-being.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the management team, completed a joint observation with the manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

## Inspector

Eileen Grimes

## Full Report

### Information about the setting

William House Nursery was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Albert Hill area of Darlington. The nursery serves the local area and is accessible to all children. It operates from eight rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 30 members of childcare staff. All hold appropriate early years qualifications at level 3, including two with Early Years Professional Status or Qualified Teacher Status.

The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 149 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the already very good systems for performance management to allow staff to undertake peer observations as highlighted in the development plan.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have an excellent knowledge of how children learn and develop. They help children to settle at the nursery by gathering a wealth of information about their interests and individual needs from the parents when they first join. From this information, they ensure that activities are precisely shaped to meet the children's individual interests and learning needs. This supports the children to make very rapid progress towards the early learning goals. Staff use guidance to accurately assess and identify the children's starting points and ongoing developmental stages. Regular and well-focused observations of the children and precise assessments are used to plan for their individual next steps in their learning.

Children are highly motivated and enthusiastic learners. They become engrossed in their play on their own, with friends and staff. Children become highly confident communicators. Staff working with babies and young children respond swiftly and

sensitively to their non-verbal communications. They encourage children's language development as they listen carefully to them, mirror language very well and routinely give commentary as they play. This is very effectively supported through sensory activities. As children begin to talk, staff take many opportunities to encourage and extend their language development by asking open-ended questions throughout the daily routine and as they engage in play. Children with special educational needs and/or disabilities have individual plans in place and targets are agreed with parents to ensure they make the best progress in their learning and development.

Children benefit greatly from the exciting outdoor play areas that are used creatively to enhance all areas of learning. They develop their physical skills as they balance, jump and ride bikes and scooters. Younger children discover how to make marks outside, using water and paint brushes, which are easy for them to hold. They concentrate when making marks and babble to the staff when they are asked about their drawings, helping develop their listening and speaking skills. Children are excited and enthusiastic at the prospect of making strawberry milkshakes, they cut and count the strawberries, carefully adding milk then ice cream. They are then awe struck as the blender makes the mixture into milk shake. Staffs enthusiasm is reflected as young children are engaged with this activity for a considerable length of time.

Evidence gathered from observing children, talking to their key persons, as well as reading their progress records, confirms that all of the children are making excellent progress towards the early learning goals, given their starting points. Staff have an exceptionally good understanding of the characteristics of effective learning and they use expert teaching methods to highly motivate and extend the children's learning. All children are extremely well supported in acquiring very good communication and language skills as they engage in conversations with the staff and their peers while they play together.

Children have enjoyed planting and growing a variety of vegetables, and flowers, which develops their understanding of the natural world and sustainability. This area also encourages children to practise their digging and planting skills, giving them the opportunity to investigate and experiment with the soil. Children use a range of props in their play. Staff encourage children to re-tell favourite stories and to explore feelings with puppets. Once the staff member removes herself from the activity, this continues at the children's pace. She is then able to observe how to best extend this learning.

Parents are actively encouraged to be involved in their children's learning in many ways. They are invited to the nursery for open evenings when parents are given the opportunity to learn about the activities their children experience. A parent commented 'We really enjoy coming, we get involved in the topics and learn how the activities provided help our children learn'. Parents are able to see their children's progress records and share information with the children's key persons. Parents are actively encouraged to be involved in their children's learning, for example, by contributing to the learning journals with activities and progress from home. All of these methods are highly effective in helping parents to be fully involved in their children's learning and development.

Excellent opportunities are provided for children to learn about the similarities and differences in the world around them. Staff are committed to providing an inclusive

environment where everyone is welcome, highly valued and respected. Children understand about different festivals and cultures and play with multicultural toys. In this way, they learn about similarities and differences between people and their diverse backgrounds. They have numerous opportunities to use technology, as they competently and independently use the computer, printer and various programmable toys. Due to the excellent range of activities and learning opportunities available to the children, they are prepared extremely well for their eventual move to school.

### **The contribution of the early years provision to the well-being of children**

Children thrive in this welcoming, dynamic and vibrant nursery. They enjoy extremely secure and warm relationships with their key persons and the staff team as a whole. Children's individual needs are very well known because the staff work extremely closely with parents. This approach ensures that the move from home to nursery is smooth, resulting in children settling easily and happily and the transition between rooms is managed extremely effectively. This is managed through discussions with parents, visits to the room with key person and visits for short period of times. The informative learning journals passed from room-to-room ensures that staff have a full and detailed picture of children's interests and preferences. Children are extremely well behaved and thrive on the individual attention received from the staff, who consistently boost their confidence and self-esteem. Staff have high expectations of the children and encourage their independence by giving them appropriate responsibility to undertake tasks, such as helping to tidy up and helping to prepare their snacks. Staff provide consistently high levels of praise and encouragement for children to try new activities and develop their independence.

Children have an excellent understanding of the importance of healthy lifestyles. They help themselves to drinking water when they are thirsty and are offered a range of healthy snacks and meals each day. Staff closely monitor what the children eat and encourage them to eat healthily. The nursery has extremely effective procedures in place to manage children individual dietary requirements, through dedicated catering staff who support the childcare team. Children becoming competent in managing their personal needs relative to their ages. They are aware of the importance of following good hygiene practices, such as washing their hands before eating and after playing outside. They do this spontaneously, often without having to be reminded by the staff. Very good hygiene practices are adhered to when staff change children's nappies. They record routine information about nappy changes and details of food eaten by the children, which is given to parents at the end of each day. This information, in addition to the verbal feedback, ensure that parents are kept fully informed about their children's routines and matters affecting their throughout the day.

Children independently make choices from an exceptional range of stimulating and exciting play equipment. The easy accessibility of the resources and the ability to move freely between the indoor and outside environment significantly supports the children's all-round learning and development. Children enjoy playing in the outdoor area with numerous outdoor toys. They move with confidence as they carefully manoeuvre the low raised bridge and skilfully avoid obstacles. Children are developing very good awareness of

how to keep themselves safe. For example, they have completed drawings and instructions of how to walk safely up and down the stairs and staff are vigilant to individual children needs and capabilities when using climbing equipment. The extremely varied and stimulating resources and the expert support provided by the staff equip children with excellent skills for their next stages in their learning and their move to school.

### **The effectiveness of the leadership and management of the early years provision**

The nursery is a well-established business and over the years, the management team have strived to provide a high quality service. They act on changes quickly and effectively to ensure they are able to implement them smoothly and in a timely way. Therefore, they use the Statutory framework for the Early Years Foundation Stage fully in practice, to maintain the current high level of childcare provision. The robust and rigorous recruitment and vetting procedures undertaken by the registered provider ensure that staff are suitable and safe to work with children. Monitoring new staff is sharply focused on induction and regular supervision. Main issues are discussed, such as key responsibilities and the learning environment, as well as personal development and training needs. Managers support students extremely well and they act as very good role models. There are plans in place to implement a programme of peer observations as part of the supervision process supported by clear guidance and protocols. All staff have a clear, focused plan of professional development, and training is targeted to individual requirements or interests. This means that children's care, learning and development is exceptionally well supported by a competent well-qualified staff team.

Management and staff are highly motivated, enthusiastic and committed to the continuous development of their early years practice. Self-evaluation and reflective practice is robust. The manager regularly updates the self-evaluation form, based on the views of staff, parents and children and information from the staff and management meetings. This clearly shows what they do well and targets priorities to drive improvement. Although the staff already provide high quality childcare, they are not complacent. They regularly monitor and review the effectiveness of the observation, assessment and planning systems to ensure that all children maintain the highest levels of achievement. This ensures that ongoing assessment provides a highly effective learning environment to meet every child's individual needs over a sustained period of time.

The manager and management team are the designated child protection officers. Children are extremely well safeguarded as the staff make sure their welfare and safety is of the utmost priority at all times and in all situations. They demonstrate an excellent understanding of their roles and responsibilities to protect the children in their care and this is further supported by a meticulously maintained and implemented set of policies and procedures. Highly secure procedures are also followed to keep children safe. The front door is manned most of the time, as well as being fitted with a biometric fingerprint recognition system, to ensure that no child can leave unattended or with an unauthorised adult. Staff can clearly explain safety practices, such as how visual risk assessments are regularly carried out, what cleaning procedures are in place and when equipment is

checked. This means that the environment and resources are safe and hygienic for the children.

The partnership with parents and others involved in the children's care is outstanding. Parents and carers receive extensive information through policies, procedures, daily diaries, verbal discussion and children's progress records. Information displayed on the noticeboard, as well as regular newsletters, and the website, provide an abundance of useful information to keep parents fully informed about the nursery. Parents are consulted regularly through discussion and questionnaires about the service to help the staff consistently meet children's individual needs. Views are gathered about a range of subjects, such as the extension of the nursery and the renovation of the outdoor play area. Parents are confident that any suggestions are highly valued. They are highly complimentary about the care and education their children receive. Parents' comment upon the excellent care and range of activities provided, as well as the extremely good two-way flow of information.

Excellent relationships with other professionals are in place. The nursery's special educational needs coordinator can easily call on the support of a range of professionals as required as well as accessing support through the local authority. Staff have established exceptional relationships with other early years providers. They ensure that they meet regularly to discuss children's progress, to share files and implement shared targets. This secures highly effective continuity and consistency in children's learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	301136
<b>Local authority</b>	Darlington
<b>Inspection number</b>	915930
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	86
<b>Number of children on roll</b>	215
<b>Name of provider</b>	William House Day Nursery Ltd
<b>Date of previous inspection</b>	24/06/2009
<b>Telephone number</b>	01325 489997

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

