

Acre Rigg Nursery

Acre Rigg Infant School, Acre Rigg Road, PETERLEE, County Durham, SR8 2DU

Inspection date

27/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Planning is good and this ensures staff provide interesting activities which are well matched to children's needs. Staff make accurate observations of what children can do and these good assessments form the basis of pinpointing what children need to do next in their learning.
- Children benefit from very good teaching. There is a strong focus on supporting language, communication and social skills to enable children to achieve and participate. As a result, children make very good progress in these key areas.
- The settling in process is seen as a crucial period for getting to know the child and family and is planned carefully to ensure good relationships are formed. Home visits ensure smooth transitions, remove barriers to involvement and reassure parents about how individual support needs will be met.
- Partnership with parents and other professionals are well established and effective. This ensures that all children receive a good level of support and consistency in their care and learning.

It is not yet outstanding because

- There is further scope to develop the assessments to make greater use of updates from parents, in order to enhance activity planning.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities, both indoor and outdoor, and completed a joint observation with the nursery teacher.
- The inspector held a meeting with the nursery teacher and headteacher.
- The inspector looked at children's assessment records, the planning for each child and a selection of children's learning journals.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children and a sample of the setting's policies and procedures.
- The inspector took account of the views of parents' and carers spoken to on the day of the inspection.

Inspector

Janet Fairhurst

Full Report

Information about the setting

Acre Rigg Nursery was registered in 2012 on the Early Years Register. It is run by the governing body of Acre Rigg Primary School. It operates from the education nursery within the Acre Rigg Primary School in Peterlee, County Durham. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday during school term times. Sessions are from 8.45am until 11.45pm and

12.30pm until 3.30pm.

There are currently 12 children on roll in the early years age group. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one member of staff has Qualified Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the assessment procedures by making full use of updates from parents about their child's learning and development at home.

Inspection judgements

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

Children are very happy and confident individuals who benefit from the good care, activities and play opportunities provided. They are supported well by the staff, who implement the Early Years Foundation Stage effectively in their practice. Therefore, children are developing well and make good progress towards the early learning goals. Staff have high expectations of the children and each child's progress is checked regularly. Assessment and the nursery's impressive tracking system, which shows how well each child is doing, are used very effectively. Teaching is very good. Activities are well planned, matched and adapted to meet the needs of individual children. Staff know the children very well and this good understanding is used systematically to build on the next steps of learning for each child. Staff have completed with parents the progress check for children at the age of two. This is effective in highlighting any gaps in learning and also enables them to secure early intervention to ensure that no child gets left behind in their development if needed.

The atmosphere in the nursery is calm, vibrant and purposeful and children are busy from the moment they enter. Children clearly enjoy making choices and learning both indoors and outdoors. This enhances progress in all areas of learning and, above all, makes it fun to be in the nursery. The high level of interaction, whereby adults talk constantly with children, is largely responsible for the quick development of children's language skills. This, combined with the use of imaginative teaching strategies and timely support and intervention, match children's individual needs accurately. For example, in a small group session puppets are used in a lively way to engage children with speech and language difficulties. Staff encourage the children to participate by encouraging them to identify

their puppet, and partially giving the answers themselves, so children are willing to supply the missing word with confidence and enjoyment. Children listen to adults carefully, learn new words, engage in lots of singing and develop a creative imagination. For example, children in the outdoor area were using chalk to draw sharks that had big, sharp teeth. The very good focus on personal, social and emotional development ensures that children quickly become confident enough to explore and ask for help when needed. This helps children to make very good progress in these areas and prepares them very well for the next stages in their learning.

Staff show good levels of skill, observing children's play and judging just how and when to intervene to extend learning. They often join in play, helping to maintain children's enthusiasm and showing them how to do things. For example, one child struggled in their attempt to use the logs as stepping stones until staff suggested stretching their arms out to help them balance. A good range of art and craft materials are easily accessible so that children can explore colour and texture and produce original pieces of artwork. Children's awareness of their own and other cultures are nurtured through discussion, stories and creative activities. Children's awareness of mathematical concepts is developing well through fun activities, such as baking. They use the scales to weigh out ingredients and count how many spoons of icing sugar are needed to thicken the icing. Staff provide children with good access to technological equipment. As a result, children can operate simple programmes on tablets, and staff support them from a young age to incorporate mathematical concepts into their computer games. The outdoor area, with its exciting equipment and imaginative layout, ensures that children have every opportunity to develop physical skills. They also have opportunities to write, draw, paint, make models, measure, count and play.

Parents are kept well informed about their children's achievements as there are daily opportunities for discussions with their key persons. They have access to their children's learning journal books and receive regular development reports, which give them information about their children's progress and how the staff intend to meet their learning priorities.

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

The very good relationship between home and nursery begins when the staff first visit the children's homes before they start to attend. During this visit children's starting points and other relevant information is gathered from parents. This helps staff to make an initial assessment of children's capabilities, likes and dislikes and contributes towards their tailoring of the provision to meet their individual needs. As a consequence, activities are pitched at just the right level to challenge without overwhelming. Staff have a loving and caring relationship with children who form strong attachments to familiar adults. An example of this was observed when one child, who was shy and reluctant to play, visibly 'stood taller', finding his confidence when his key person joined in his play. The nursery is set up to enable the children to explore and investigate their surroundings. Low level units and clearly labelled resources enable children to select activities and resources, promoting their independence and decision making skills from an early age.

The nursery gives parents very effective advice and information about children's behaviour. As a result of this strong partnership working those children who initially struggle to behave well improve greatly in their happiness, self-confidence and conduct during their time in the nursery. Parents report that these improvements continue at home. Staff are positive role models, thanking the children for their help, recognising their efforts and offering praise and encouragement to develop the children's self-esteem effectively. Sharing toys and materials is commonplace and children show by their attitudes, and in their cooperation, that they are fast learning the need to get on with others as part of a community. The setting is unique in the way that it successfully works with the education nursery and together they have created a totally integrated environment for pre-school children which ensures that the transition between them is seamless.

Children feel safe and cared for and quickly gain confidence as a result of the support they receive. Attentive staff ensure that there is always an adult close at hand to encourage and support; all are skilled at encouraging children's independence. The nursery's behaviour code encourages children to look after each other and stay safe. While staff expect children to be independent and free to explore their environment, they are vigilant in ensuring that they come to no harm. For example, reminding children to take care and not to run indoors and why it is not acceptable to push children outside. In turn, children show by their behaviour that they understand these important messages.

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

Children are safeguarded effectively because all staff are aware of child protection procedures and know how to implement them to protect the children in their care. Robust recruitment and vetting procedures are in place to ensure all adults working on the premises are suitable to do so. Full written risk assessments are carried out and are reviewed regularly to ensure children enjoy a safe and secure play and learning environment. The staff team demonstrates a good understanding of their role in meeting the learning requirements of the revised Early Years Foundation Stage. The checking of teaching and learning is monitored well by the nursery teacher and, together with the headteacher, they set clear targets for all staff to help them to develop and improve their performance. This has a positive impact on the educational programmes and on the quality of teaching.

Partnerships with parents are strong. Parents receive a good range of information regarding the nursery and their child's welfare, learning and development. Staff work hard to promote parental involvement in children's learning. For example, parents and children are invited to join a stamp saving scheme. When children have accrued sufficient stamps they, along with their parents, can purchase a book. Alongside this they are also encouraged to take home 'Story Bags'. The contents of the bags include useful resources along with ideas and suggestions that parents can use to extend and consolidate children's learning at home. However, information staff receive from parents about their children's learning at home is not used fully to contribute to the assessment procedures. Consequently, staff cannot include this full range of information in their planning and so

promote children's development to the optimum. Parents confirm that their children are making very good progress. They comment typically, 'my child's speech has improved massively' and 'my child has improved in confidence'. The nursery has developed very good links with a variety of other professionals supporting children and their families. For example, health visitors and childminders. This contributes significantly in helping them to meet children's individual needs.

The headteacher and staff are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. As a result, there are effective systems for checking how well the nursery is doing and identifying what it could do better. They analyse all aspects of the provision and have identified key priorities for development. For instance, they are looking at funding to help them extend the nursery to enable them to meet the demand for the two-year-old placements. The views of the parents and children are obtained as part of the process to ensure all parties have a voice in how they would like to see the nursery develop.

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. 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

Unique reference number	EY451941
Local authority	Durham
Inspection number	882710
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	8
Number of children on roll	12
Name of provider	Acre Rigg Infant School Governing Body
Date of previous inspection	Not applicable
Telephone number	01915864437

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: 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.

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 that are usually their 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

