

Aycliffe Day Nursery

Community Centre, Morrison Close, NEWTON AYCLIFFE, County Durham, DL5 4QZ



Inspection date

6 January 2017

Previous inspection date

18 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff have a good understanding of the seven areas of development and how children learn. They plan activities that appeal to children's interests, are appropriately challenging and support their learning and development.
- Staff check the progress made by children. They use their findings to focus and differentiate their teaching to meet the individual learning needs of children. This supports children to make good progress in all areas of development.
- Children are happy and confident in this nursery. Staff offer them lots of attention, praise and encouragement. Children demonstrate that they feel valued and develop high levels of self-esteem and pride in their achievements. This helps to support their emotional well-being effectively.
- Parents are very pleased with the care and education the staff provide. They describe the nursery as unique and praise the support provided to the whole family.
- Managers work with staff and other professionals to evaluate and develop their practice. This has helped to build upon their teaching skills and enhance outcomes for children. It contributes to their capacity to continuous improvement.

It is not yet outstanding because:

- During some parts of the day, such as moving between activities, staff do not always fully promote children's listening and attention skills.
- Staff do not always encourage children to use descriptive language or support them to extend their vocabulary during activities.
- Staff do not always provide children with enough opportunities to explore, investigate and be freely creative.

What the setting needs to do to improve further

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

- review and improve routines so that children are consistently supported to develop their listening and attention skills
- strengthen interactions with children and consistently support their communication and language development to the highest levels
- extend the opportunities children have to explore and investigate and promote their creative development even more effectively.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability checks carried out on staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they have a concern about a child's welfare. Robust procedures are in place to identify and eliminate risks, alongside thorough monitoring of accidents. This helps to keep children safe from harm in the nursery. Recruitment and arrangements for the support and supervision of staff are effective. Staff are well qualified and build on their current knowledge and skills as they share ideas during meetings and attend training courses. Staff have established effective partnerships with parents, professionals and other settings that children attend. This helps to provide a consistent approach to children's care, learning and development. Managers have begun to monitor learning programmes more closely, which has helped to enhance the quality of teaching and promote children's progress more effectively.

Quality of teaching, learning and assessment is good

Staff regularly observe children at play and assess their progress against the typical range of development for their age. This helps them to identify any children who are slower to develop key skills and may need extra support. Parents are involved in their children's learning through an effective two-way flow of information with staff. They welcome ideas for extending their child's learning at home. Staff support children to learn about the world around them. For example, they observe a local building site and create their own structures in nursery. Children's mathematical development is promoted effectively. For example, staff introduce language about comparing quantities, order and position as they support children to complete puzzles.

Personal development, behaviour and welfare are good

Staff provide a warm, welcoming environment. They are very attentive and children develop trusting bonds with them. This contributes to the strong sense of belonging and security children demonstrate. Children benefit from regular fresh air and exercise and a range of nutritious meals and snacks. This helps to promote their physical health and well-being. Staff have a consistent approach to managing children's behaviour. Children quickly learn what is expected of them and behave well. Staff support children effectively to develop independence. For example, they enjoy the responsibility of preparing and serving their own meals and snacks. Staff have developed partnerships with local schools. They visit with children and share information. This helps to support children when they move on to the next stage of their learning.

Outcomes for children are good

All children make good progress in their learning. Most are working within the range of development typical for their age and those who need extra support catch up quickly. Children learn key skills in literacy that help to prepare them for later learning. For example, they learn that words carry meaning as they begin to attempt to form letters at the writing table and share books with staff. Children begin to develop friendships and cooperate as they play. For example, they learn to share and take turns with support from staff as they play a game with dominoes. This demonstrates a positive attitude to learning that helps to prepare them for when they move on to school.

Setting details

Unique reference number	EY452589
Local authority	Durham
Inspection number	1066257
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	28
Number of children on roll	109
Name of registered person	Jane-Hayes Taylor
Registered person unique reference number	RP514956
Date of previous inspection	18 March 2013
Telephone number	07761 818514

Aycliffe Day Nursery was registered in 2012. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery cares for children who speak English as an additional language.

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