

Little Cubs Days Nursery

Xcel Centre, Heighington Lane Business Park, NEWTON AYCLIFFE, County Durham,
DL5 6AP



Inspection date	13 March 2015
Previous inspection date	15 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide a broad range of activities, experiences and opportunities, which support children to make good progress in their learning.
- Staff have forged close and effective working partnerships with parents, supporting children's continuity of care and learning.
- Staff develop warm, caring and nurturing relationships with the children. This means that children are happy, behave well and are confident learners.
- The play areas, both inside and outside, are well organised, clean and secure. As a result, children can explore their surroundings freely and in safety.
- Children with special educational needs and/or disabilities are supported well. Staff produce practical and detailed information to help all adults working with these children, in order to meet their changing needs consistently.
- Staff are well trained in safeguarding and child protection issues. They have a good understanding of their roles and responsibilities in keeping children safe from harm.
- The dedicated staff team together with good leadership and management shows a strong commitment to improve outcomes for all children.

It is not yet outstanding because:

- On occasions, some staff do not use a range of teaching strategies, such as questions to extend children's communication skills and enhance their emerging vocabulary.
- Some staff do not challenge children to think enough during activities. This means that occasionally, opportunities are missed to extend children's thinking skills even further.

What the setting needs to do to improve further

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

- enhance the use of a wider range of teaching strategies, for example, by encouraging staff to use different types of questions, to enrich children's use of language and develop their emerging vocabulary
- ensure that all staff understand how to challenge children's thinking and use this knowledge to help children to think more critically.

Inspection activities

- The inspector observed activities in the three playrooms, during snacktime, lunchtime and during outdoor play.
- The inspector carried out a joint observation with the acting deputy manager.
- The inspector held meetings with the acting deputy manager, manager and director and spoke to staff and children throughout the inspection when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of the suitability and the qualifications of staff working with the children, and discussed the nursery's self-evaluation.
- The inspector took account of the views of parents and family members spoken to during the inspection.

Inspector

Lois Wiseman

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff offer a well-proportioned balance of activities and experiences, promoting children's learning and development across the seven areas of learning. Staff build on children's interests and all children make good progress relative to their starting points. The environments are bright and welcoming, where children can access resources easily and independently. Babies enjoy playing with sand, young children count reels as they thread them onto laces, and older children invent recipes with coloured cubes. Staff interact with children in a calm and reassuring way. However, some staff do not always enrich children's use of language and extend their emerging vocabulary, for example, by describing what they are doing or by using different types of questions. On occasions, some staff do not set effective challenges to promote children's thinking skills, such as comparing the types of fruits eaten or looking at how they are grown. Assessments are detailed and accurate; learning journals provide a documented account of the activities and experiences offered. Staff work well with parents, enabling children's care needs and achievements to be shared.

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

Staff know their children well and offer comfort and support to children when needed. As a result, children feel secure and form strong attachments with their peers and other adults. The settling-in process is very flexible, meeting the needs of children and families. Staff use consistent care routines, enabling children to learn about good hygiene and healthy living. Children enjoy physical play outside and manage their own risks. Staff offer healthy and nutritious food and drinks, promoting children's good physical well-being. Staff are skilful role models, promoting good manners and helping children to develop self-help skills. Staff manage behaviour well, helping children to learn about acceptable boundaries. As a result, children develop positive attitudes and key skills ready for their next stage in learning.

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

Staff have a detailed understanding of the safeguarding and welfare requirements and review risks regularly. As a result, children are kept safe and secure. All documents are effectively maintained and robust recruitment procedures are in place. Supervisions and appraisals are carried out and written policies and procedures reflect staff's dedicated approach to their service. Planning and assessment arrangements are precise and sharply focused to meet individual needs. The manager works closely with the staff and monitors the quality of the learning journals regularly. Staff work well with other professionals, helping to meet individual children's needs. Staff discuss and reflect on their practice, using parents' comments and feedback to enhance the provision. The management team values training and supports staff to gain further qualifications, extending children's learning experiences even further. Children thrive at the nursery and become confident learners, ready for their move into full-time education.

Setting details

Unique reference number	EY402820
Local authority	Durham
Inspection number	850467
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	82
Name of provider	Xcel Church Committee
Date of previous inspection	15 June 2010
Telephone number	08454 505871

Little Cubs Days Nursery was registered in 2009. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, 12 at level 3 and one staff member is working towards a qualification at level 3. The nursery opens from Monday to Friday, all year round, apart from bank holidays and the Christmas period. Sessions are from 7.30am until 6pm, Monday to Thursday and from 7.30am until 5pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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