

Summary of e-Quality Counts Assessment

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| Name of Setting | Shotley Bridge Nursery School | | | |
| e-QC Number | eQC10410 | | | |
| Address | 36-38 Derwent Street Blackhill Consett Durham DH8 8LY | | | |
| Date of Assessment: | 05/06/2017 | | | |
| e-Quality Counts Section | Not Met | Level One | Level Two | Level Three |
| 1: Management | | | | ✓ |
| 2: Staff | | | | ✓ |
| 3: Observation & Reflection to Inform Practice | | | ✓ | |
| 4: Care, Learning & Development | | | | ✓ |
| 5: Environment | | | | ✓ |
| 6: Outings & Visitors | | | | ✓ |
| 7: Equality & Inclusion | | | | ✓ |
| 8: Safeguarding Children | | | | ✓ |
| 9: Partnerships with Parents/Carers | | | | ✓ |
| 10: Nutrition, Serving Food & Oral Health | | | | ✓ |
| 11: Health & Safety | | | | ✓ |
| 12: Babies | | | | ✓ |
| 13: School Drop off and Collection Service | Not provided at the setting | | | |
| 14: Out of School Care | Not provided at the setting | | | |
| 15: Students | | | | ✓ |
| Overall e-Quality Counts Level Achieved | Level 3 | | | |
| Date | 5 July 2017 | | | |

| Level Achieved | Accreditation Status |
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| Level 1 | Indicates a setting achieving a level of quality above the national standards |
| Level 2 | Indicates a setting achieving a high level of quality |
| Level 3 (Highest) | Indicates a setting with exemplary practice |

Assessment Feedback

Assessor's comments to include areas of strength and areas to be developed within each section

AWARD e-QUALITY COUNTS AT LEVEL 3

Section 1 – Management

The nursery is situated in a quiet area of the village and has been very well renovated from an old building, while retaining some of its interesting historical features. Leadership is strong, visionary and passionate, which is reflected and embedded throughout the whole staff team.

All staff have a very clear understanding of their roles and responsibilities and are well supported by the management team to continually build on their already high quality practice.

The directors take a very active role and have a clear and sound knowledge of the business and what they want to achieve. This, alongside numerous marketing strategies and positive 'word of mouth' within the community, has had a positive impact on occupancy over the last two years.

The nursery is very well organised, policies and procedures are in place and well embedded and ratios are adhered to at all times.

Section 2 – Staff

The nursery has a robust recruitment and selection procedure and the management team are committed to ensuring staff suitability through initial Disclosure and Barring Scheme checks, obtaining references and checking ongoing suitability in supervisions. The vision of the nursery is well promoted from the initial recruitment stage and throughout everyday practice. Observation of staff practice forms part of the interview process and involves consultation of suitability for the role with staff and children. Individual and room inductions are thorough and ensure new staff feel well informed of the expectations of their role. The management team and room leaders support new staff in their role to build skills and confidence in the key person role and in talking to parents. All staff are supported to improve their knowledge and skills in childcare which has resulted in a high level of staff being trained to level 5 and above. There are two members of staff trained as Early Years Professionals. Staff have very good opportunities to share good practice and discuss ideas through regular staff meetings and inset days. The setting has taken part in the Maths Champions Programme.

Section 3 – Observation & Reflection to Inform Practice

The directors and staff are committed to self reflection and continuous improvement. Regular, ongoing staff and peer observations help to drive and improve quality. Staff observe children while they play, noting their interests and plan interesting activities and experiences in response. Staff use tablets to take photograph evidence to support observations which they instantly share with parents on the secure online

system. Parents can also share observations and photographs from home on the system. This helps staff to build up a good picture of children's development and plan appropriate next steps in their learning. Staff carry out regular assessments of children's development from the information they gain from observations and share progress reports with parents.

Section 4 – Care, Learning & Development

A highly effective key person system is well embedded throughout the nursery. Staff are clear on their key person role and know their key children well. Staff show they have excellent relationships with their key children and work well in partnership with their parents. Staff have high expectations of children and give lots of praise and encouragement and model positive behaviour. Therefore, children are very well behaved and have excellent relationships with staff.

Strong emphasis is on learning through play. The continuous provision offers plenty of opportunity for planned, purposeful play and planning is thoughtful and well balanced with adult led and child initiated activities delivered indoors and out.

Children's communication and language skills are very well supported through positive adult interactions, effective questioning and modelling.

Children have access to resources to support their language such as books, stories, rhymes, etc. Respect is given to children who have English as an additional language and very good support is provided for children who have speech and language difficulties. Parents can share books and story sacks from the book library in the entrance with their children and story.

Children have plenty of opportunity to be active and take risks. For example, they learn how to climb a ladder safely to post balls down a drain pipe and learn how to keep their balance and negotiate a course when walking on the tree stumps. They also thoroughly enjoy banging nails in wood using hammers and learn to use hand drills safely in the well supervised woodwork area. Children can free flow in between the indoor and outdoor environment and go outside in all weathers.

Transition is very well planned for, both between rooms and to other settings, such as school.

Comfortable areas with clean bedding are available for children to rest or sleep. Toilet training is well supported and staff work in partnership with parents to support this at home. Personal hygiene is very well promoted and children are encouraged to wash hands after toileting and after eating. Children are also encouraged to brush their teeth after meals. There is a policy and procedure in place for when children are unwell that is shared with parents.

The nursery have two fish in the entrance that children have helped name and help to care for.

Section 5 – Environment

The nursery premises are safe and secure. The intercom system allows staff to see who is at the door before allowing them entrance. The entrance area is cosy, warm and welcoming with soft lighting, a book library, story sacks and plenty of information for parents.

The directors and administration offices are clean and well organised and have appropriate areas for the confidential storage of information.

There is a shared corridor area leading past each room where children have their own peg and docket. Each peg is labelled with the child's photograph to help children know where to hang their coat and belongings. This supports their independence.

The three main playrooms are the Streams (0-18m approx.), The Rivers (18m-3years approx.) and The Bridges (3-5 years). All rooms are divided by low level gates and are large, roomy and well planned for children's different ages, stages and abilities. Staff and children wear indoor shoes to keep the floor areas clean and hygienic and prevent dirt being walked into the rooms. This shows respect for children's basic needs. The whole nursery is very clean, airy and well decorated in neutral colours. Plenty of natural light fills the rooms through the many windows and doors. Underfloor heating and a good thermostatic control system ensure children and staff enjoy playing and working in a comfortable environment.

Displays of children's own work adorn the walls. A lovely example is the paint and glitter canvas that the babies created. Displays are both displayed at a height and at child's level so they can be proud of their achievements. Children's learning journals are held both electronically and in paper form and are easily accessible in the room to staff and parents. There is plenty of storage throughout the building to store resources.

Resources in all rooms are easily accessible, reflect all areas of learning and are appropriate to children's age and stage of development. Continuous provision is in place and enhancements added to reflect children's interests and planning. There is a very good balance of open ended, natural and man made resources both indoors and out. Children have easy access to the outdoor area which offers lots of opportunity for climbing, balancing, exploring, planting and making mud pies!

There are laundry facilities on site which are not accessible to children. A clear system is in place for the separation of clean and dirty laundry.

Section 6 – Outings & Visitors

All children have wonderful opportunities to go out of the setting into the community and on outings further afield. These outings provide interesting and exciting learning opportunities to complement, enhance and extend children's learning. For example, children attend to their own allotment, visit the supermarket with their own trolley to buy food and have visited a local Chinese restaurant to taste food from another culture. Visitors such as the police, fire service and dentist have visited the setting. Children also learn about the community they live in by linking with the old people's home to decorate Easter eggs together.

There is a sound procedure in place for visits and outings and robust risk assessments of all venues are carried out. As a result, children are kept safe when out and about.

Section 7 – Equality & Inclusion

The nursery has a clear commitment to inclusive practice. There is a qualified SENCo who understands the SEND Code of Practice and who provides excellent support for staff, children and parents. Several children with a wide range of needs attend the setting and are very well supported. Staff are experienced and confident in assessing children's progress and noting any gaps in their learning or development. All children's needs are very well catered for and reasonable adjustments have been made to the building to ensure accessibility for all. Staff respond very well to children's individual needs and make adjustments and differentiations to activities and the environment to allow all children to join in and enjoy learning. Individual plans care and learning plans are in place to help children achieve their own full potential. Children learn acceptance, respect and understanding of others needs and feelings. For example, they have visited a mobility shop to learn about equipment to support children's needs. Excellent partnerships with external agencies, Durham Local Authority and parents ensure a joined up support network for children with SEND and their families.

Section 8 – Safeguarding Children

There is a comprehensive and robust safeguarding policy in place that all staff understand and follow. This includes the procedure to follow in the event of an allegation made against a member of staff. There is a designated person and deputy for Safeguarding which ensures that support is available at all times of the day in case of the concern about a child. The DP and DDP are well trained and understand their role and the referral process. All staff receive regular safeguarding training and updates to keep their knowledge refreshed. As a result, all staff are clear on the signs and symptoms of possible abuse and what to do if they are concerned about a child's welfare and well being. Staff also have a sound awareness of E-safety in relation to social networking and protecting children. Parents are well informed of the safeguarding procedure and the duty of the nursery to keep children safe. All confidential information is stored appropriately.

Section 9 – Partnerships with Parents/Carers

Parents receive a warm welcome into the nursery. There is a flexible settling in process which responds well to children's and parents needs. The nursery provides many opportunities for two way information sharing which has a positive impact on children's learning and well being. Parents are consulted with about all aspects of practice and are involved in decision making processes. Staff keep parents well informed of their children's progress and well being through the online system and verbally. Parents also have good opportunities to contribute to their child's learning through the online system and through paper learning journals. The setting actively promotes parental involvement through planned visits and outings and activities in the setting such as 'Stories with Father's' day. Many parents are part of Friends of Shotley Bridge who carry out events and family activity days to raise funds for the nursery.

Section 10 – Nutrition, Serving Food & Oral Health

The well qualified cook is new in her role and is very well supported by the experienced member of staff previously in this role. Meals and snacks are well balanced, nutritious and healthy and are prepared and freshly cooked in the clean, well organised kitchen. Menus are developed in consultation with staff, parents and children and encourage children to eat at least four portions of fruit and vegetables a day. Individual dietary requirements are well met. There is a very good system for ensuring children with allergies are kept safe whilst enjoying healthy, nutritious meals that meet their individual needs.

Babies are fed by supportive staff in the Streams room and toddlers and older children eat in the dining area. Tables and chairs are well set out and appropriate child sized crockery and cutlery is used. Routine and good manners are encouraged e.g. children walk sensibly in a line to the dining area and give thanks for the food they are about to eat. Fresh drinking water is available at all times.

Staff sit with children while they eat and encourage independence, e.g. they help serve and cut up their own food. Staff make mealtimes a social occasion and engage in conversation with children about the food they eat, their likes and dislikes and promote healthy eating.

Children show good hygiene routines and know to wash their hands before and after eating. Good dental health is also well promoted and all children are supported and encouraged to brush their teeth after lunch.

The kitchen is kept very clean, hygienic and is free from infestation. Food is stored appropriately and temperature controls are in place. The nursery has recently had an Environmental Health inspection, retaining 5 stars.

Section 11 – Health & Safety

There is a comprehensive Health and Safety policy in place that all staff understand and follow. Written risk assessments are evident and maintenance records for the setting are in place. Heating and electrical systems are regularly serviced and checked by registered engineers. The nursery has a named member of staff responsible for health and safety who has a very good understanding of her role.

All staff are responsible for keeping the nursery clean, safe and supervise children at all times. A cleaner and caretaker are employed to ensure specific cleaning tasks and general maintenance takes place. Cleaning equipment is stored in a locked cupboard out of children's reach and COSHH data sheets are held for all cleaning substances. The nursery is decorated to a very high standard, is extremely well maintained and very clean.

There are procedures in place to help keep children safe whilst they play. Any spillages and waste are swiftly cleaned up, areas are well lit and door finger guards are in place. Appropriate toilet facilities for children are well maintained and hygienic. Staff wear a uniform and appropriate protective equipment, such as aprons and gloves when changing nappies. Walk ways both indoor and out are well lit, kept clear of obstruction and handrails are in place where appropriate.

There are robust procedures in place for evacuation of the building in case of an emergency. Fire exits are clearly identified and fire drills take place regularly. The nursery has an evacuation cot to aid the evacuation of non mobile babies in the event of an emergency.

Good accident reporting procedures are in place. Staff inform parents of children's accidents as soon as possible on the online system. Accident record books are regularly reviewed to note any commonalities and to put measures in place to prevent further accidents. All staff are paediatric first aid trained and certificates are displayed in the entrance for parents to see.

Section 12 – Babies

There is comfortable, spacious room specifically for babies. Babies' needs are well attended to by very warm, caring, attentive staff. The key person works closely with parents to support transitions and care routines. Bottle fed babies are held and cuddled and staff help feed weaning babies in high chairs. Key persons change babies' nappies where possible and positively interact with them, supporting language and their social and emotional development. There is an area specifically designed for sleeping and resting babies with cots, coracles, clean bedding and soft furnishings and lighting. Babies sleep according to their individual routines. Staff monitor babies sleep and inform parents of their child's sleeping patterns.

Resources, opportunities and experiences are well planned with babies needs in mind. For example, there is a wonderful sensory room that offers many opportunities for the youngest to children to explore, investigate and learn using all of their senses. Babies have their own outdoor space within the main outdoor play area where they can play in safety and which is well resourced.

Section 13 – School Drop off and Collection Service

This type of care is not provided at the setting.

Section 14 – Out of School Care

This type of care is not provided at the setting.

Section 15 – Students

Work placements are provided for students attending local colleges. Students are welcomed and valued and receive very good support from their mentor and other staff in the rooms. Students receive a full and thorough induction covering all nursery policies and procedures. A clear communication channel is established between the setting and the colleges. Students are provided with regular feedback on their strengths and areas for development and are well supported to develop their skills and achieve their goals. The setting provides an excellent role model for students starting a career in Early Years.