

Deckham Day Care Centre

C/O Deckham Community Centre, Elgin Road, Carr Hill, Gateshead, Tyne and Wear,
NE9 5PA



Inspection date

21 May 2015

Previous inspection date

11 April 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children's curiosity and desire to learn is ignited by the extensive range of activities and experiences that staff provide to build upon and enhance their prior learning across all areas. As a result, all children excel in their learning and development, make outstanding progress and are very well prepared for the next steps in their learning.
- The highly qualified staff team are truly passionate about the work they do. They adopt a clear and focused vision to provide the very best care and learning opportunities for children. Their constant evaluations and dedication to continued improvement ensure that children benefit from a learning environment that is of the highest quality.
- Children are highly valued. Staff constantly listen to children and value their contributions. Large 'reflection' books capture what children like and dislike and 'planning' books enable children to express their thoughts and ideas for their future learning.
- Children are extremely happy and settled with a team of devoted and caring staff. The exceptional praise, encouragement and support that children receive ensure that they develop high levels of self-esteem and self-confidence. As a result, children are eager to learn and very keen to try out new activities confidently and independently.
- Partnerships with parents are superb. Staff work together with parents at every opportunity to share children's learning. Regular newsletters and to and fro books ensure that parents are fully informed of the themes that children are engaging in. Activity home-link sheets ensure parents can extend children's learning at home.
- Key persons form exceptional bonds with their children. Children's preferences for particular members of staff are fully supported. Furthermore, key persons complete all care routines with their children so that the maximum time is spent with them during their day. Therefore, their emotional well-being is nurtured exceedingly well.

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 excellent 'mini explorer' sessions for parents, to provide them with even more opportunities to learn about the themes that children are engaging in, such as healthy eating, and how these can be further extended at home.

Inspection activities

- The inspector toured the nursery.
- The inspector held a meeting with the special educational needs coordinator and the manager of the nursery.
- The inspector held discussions with staff and children throughout the inspection.
- The inspector observed children during their group time activities and during their freely chosen activities.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector conducted a joint observation with the manager of the nursery during a spontaneous activity.
- The inspector viewed a range of documentation, including children's learning files, staff training records, evidence of suitability checks, policies and procedures, risk assessment records and the provider's self-evaluation documents.

Inspector

Charlotte Bowe

Inspection findings

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

The quality of teaching is outstanding. Staff support children's experience of being lost in a shop by teaching children about keeping themselves safe. They skilfully question children's understanding of when to dial 999. Children act out calling the emergency services from the office. They eagerly pretend to call for an ambulance because they have hurt their leg. Other children explain that they need to call the police because they have lost their mummy. Visits from the police enhance this learning even further. Children develop their physical skills when making walkie-talkies. They happily tell others that they are used to call for help. Children confidently count to 12 when sticking on their numbered buttons, pointing competently to each number as they do this. Children have lots of fun making mud pies in the mud kitchen outdoors. Staff skilfully question children about the ingredients in their pie. They further enhance children's play as they ask children to create a recipe book to note these down. As a result, children develop excellent literacy skills.

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

Children develop an exceptional understanding of each other's similarities and differences, for example, when sharing photographs of their families and when talking about the colour and length of their hair during group time. Children make seamless moves between rooms. Key persons support children exceptionally well. They take children into the older room for short periods to begin with, and gradually build this up as they become settled. They prepare children for their move to school through creating a pretend classroom, and talk to children about the school routine and expectations. Children develop exceptional independence skills. They eagerly serve their own food at mealtimes and actively help to tidy away resources. Children have outstanding opportunities to manage their own risks. They enjoy wearing a high visibility vest and select a clipboard and pen to go around the setting to complete their own daily risk assessment. Children enjoy creating tally charts to identify which healthy fruits each child likes and they enjoy exercising outdoors.

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

Managers and leaders are inspirational and invest highly in the whole staff team. Mentors are in place to support new staff and regular one-to-one sessions identify what staff do well and what needs to be improved. Training is a key focus within regular staff meetings to further enhance staff's already excellent knowledge and skills. Staff work together exceptionally well, observing each other's practice and strengths to create a very diverse and dynamic team. Children's progress is monitored at every level to ensure that any gaps in individual or groups of children's learning are swiftly identified and supported. Children are safeguarded exceedingly well. Recruitment is robust and ensures that all staff are highly skilled and suitable for their role. Inclusive self-evaluation accurately identifies how the nursery can improve even further. Staff have correctly recognised that there is scope to enhance further the 'mini explorer' sessions held for parents, for them to hear about nursery themes and to support children's learning at home.

Setting details

Unique reference number	EY434365
Local authority	Gateshead
Inspection number	853522
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	99
Name of provider	4 Children
Date of previous inspection	11 April 2012
Telephone number	0191 438 2739

Deckham Day Care Centre was registered in 2011. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 and 4, including the manager who holds an appropriate level 6 qualification. The nursery is open Monday to Friday, for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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