

New Life Day Care

New Life Family Centre, Low Grange Avenue, Billingham, TS23 3EQ



Inspection date

25 January 2017

Previous inspection date

10 December 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 observe children regularly and pay close attention to their interests. They plan activities and experiences that appeal to children. This helps children to become engaged and make good progress in their learning.
- Parents are very happy with the standards of care and learning. They contribute to assessments of children's learning from the outset and welcome ideas for home activities, helping to reinforce and extend the learning that happens in the nursery.
- The management team is committed to continuous improvement. They review all aspects of their provision and seek feedback from parents, children and other professionals. They use their findings to plan and prioritise future developments. This contributes to their capacity to build upon their already strong practice.
- Staff are attentive and offer children plenty of praise and encouragement. Children form warm, trusting relationships with them, helping to promote their emotional well-being. They demonstrate high levels of confidence and self-esteem.
- Staff have developed successful working relationships with other professionals. These help to ensure that children's individual care, learning and development needs are carefully considered and met effectively.

It is not yet outstanding because:

- Sometimes, staff do not promote children's communication and language skills to the highest possible level. They do not always give children enough time to think and respond to their skilful questions and prompts.
- Managers are not yet making the best possible use of information gathered from assessments to track the progress of different groups of children.

What the setting needs to do to improve further

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

- give children plenty of time to think and respond to questions and prompts and support their communication and language development even more effectively
- strengthen monitoring of the achievements of different groups of children and focus planning more precisely to help them make the best possible progress.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation 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

Arrangements for safeguarding are effective. Staff are vigilant and know what to do if they are concerned about a child's welfare. Clear arrangements help to ensure children are well supervised and kept safe in all areas of the nursery. The management team has high expectations of staff and arrangements for their supervision are good. Staff are well qualified and committed to building on their skills. They use a range of methods to enhance their teaching skills. For instance, they attend training, share ideas and observe and review each other's practice, helping to build on the already good quality of teaching. Well-established partnerships with other settings help to provide a consistent approach to children's care and learning and support them at times of change.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of the different ways in which children learn. They know children well and provide a good range of activities that helps them to build on what they already know and can do. Babies develop curiosity and creativity as they make marks in paint and investigate foam and flour. They practise their physical skills as they climb in and out of boxes. Older children enjoy exploring textures as they make dough. Staff encourage them to count and measure the ingredients, helping to promote their mathematical development. Staff support pre-school children's developing imagination skills well. For example, children clearly enjoy their learning as they act out a story in the outdoor playhouse, helping to promote their language and literacy development.

Personal development, behaviour and welfare are good

The nursery environment is safe, secure and welcoming. A good range of age-appropriate resources support children's development in all areas of learning. Children develop a sense of respect and understanding for one another. They follow consistent guidance from staff and behave well. Staff support children to meet their own self-care needs effectively. For example, they look in the mirror provided to wash their faces after lunch, helping to promote their developing independence. Children frequently choose to play outdoors. They get plenty of fresh air and exercise, helping to promote their physical health and well-being. Staff use a range of methods, such as sharing photographs of key staff, which helps to emotionally prepare children for when they move on to school.

Outcomes for children are good

All children make good progress. Most achieve the levels of development typical for their age range and those who need additional support catch up quickly in their learning. Early years pupil premium funding is used effectively to help children to make more rapid progress. Children are confident, motivated and enthusiastic learners. They persevere and concentrate during activities, demonstrating a positive attitude to their learning. Older children learn to be part of a larger group and to pay attention for increasing periods, helping to prepare them for when they start school. Children develop key skills in literacy that help to prepare them for future, more formal learning. They identify their name as they add their card to the registration board. They form letters and practise the sounds they make as they attempt to write their names and other simple words.

Setting details

Unique reference number	EY465660
Local authority	Stockton on Tees
Inspection number	1066981
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	0 - 10
Total number of places	90
Number of children on roll	191
Name of registered person	New Life Church, Teesside
Registered person unique reference number	RP911577
Date of previous inspection	10 December 2013
Telephone number	01642 370880

New Life Day Care was registered in 2013. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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