

# Inspection of Green Lane Nursery and Childcare Centre

Green Lane, Barnard Castle DL12 8LG

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Inspection date: 21 October 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The learning environment inspires children's natural curiosity and they are keen to lead their own play. The calm environment is organised to provide children with outstanding experiences and activities, indoors and outdoors, to enthral and inspire curiosity and exploration. Leaders and staff have high expectations of all children. Children who are identified as working at lower than expected levels are supported to make rapid progress in their learning and development. Staff prioritise children's early communication and language to the highest possible levels. They use exceptional questioning techniques to support children to share their own ideas and suggestions in their play.

Staff are excellent role models. They set high behavioural expectations. Children behave exceptionally well. For example, they have a strong understanding of fairness and confidently negotiate turn taking with their friends. Children use white boards to write their names to support the sharing of resources that are more popular. They maintain excellent concentration for extremely long periods in purposeful activities. Children are superbly well prepared to develop the skills for future learning. They are highly motivated and enthusiastically volunteer to take part in tasks, such as washing up snack dishes. Children are supervised well by the staff, who help them to develop tremendous self-sufficiency skills. They support children to learn to use tools and equipment safely. For instance, children demonstrate immense self-assurance in using an electric toaster to make toast for their snack.

## **What does the early years setting do well and what does it need to do better?**

- Staff understand the significance of children's home lives and experiences. They have an excellent knowledge of what children know and can do. Staff effortlessly follow children's emerging interests and support them highly effectively to meet their full potential.
- Staff provide exceptional support for children in their communication skills, including their critical thinking, speaking and listening skills. They offer highly effective support in helping children to take part in practical experiments. For instance, staff encouraged children to jump up and down and consolidate their understanding that gravity makes their feet stay firmly on the floor. Children are keen to learn and explore new concepts.
- Staff use some incredibly innovative ideas to support children's learning and understanding. For example, they float lemons and limes on the water in a container so younger children can easily see the water level rise and understand about capacity.
- The staff team has an extremely sharp focus on encouraging children to develop excellent confidence and self-esteem. For example, as children made space

rockets, staff commented that they like what children are doing. Staff promote children's thinking skills highly successfully by asking searching questions to encourage children to give them directions to make a similar object.

- Children's learning experiences are superbly enhanced through an extensive range of visits into the local community, for example to castles and museums. Staff offer children excellent opportunities to develop their physical skills, such as attending weekly swimming sessions.
- Staff provide an inclusive environment where the uniqueness of each child is celebrated and opportunities for learning about the wider world are abundant. For example, well-thought-out resources and the planning of the environment challenge gender stereotyping. Children show they are learning respect for others extremely well.
- Leaders ensure staff receive highly effective professional development. This translates into highly effective improvements in the planning of the curriculum. Reflection on practice is fully embedded within the knowledgeable staff team. Staff reflect carefully on how their interventions have an impact on children's learning. Leaders regularly observe staff practice to ensure high quality is maintained.
- Leaders and the staff team are highly committed to achieving the best possible outcomes for children. Areas for development are reflective and highly reactive to the constantly evolving needs of children and families who attend the nursery. Leaders and staff meticulously analyse information about children's progress to ensure outstanding levels of achievement. They conduct rigorous research on innovative concepts to support their practice and recognise the need to enrich children's learning experiences continually to promote outcomes.
- Leaders and staff continually strive for additional ways to involve parents in their children's learning and their time at the nursery, securing an ever-increasing collaborative approach to children's learning and development. For example, parents and carers are regularly welcomed into the setting for regular stay and play or craft sessions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a comprehensive understanding of child protection procedures and their individual responsibilities to help protect children from harm. The provider ensures that all staff and directors keep their safeguarding knowledge up to date. Leaders and staff continually review and update policies and procedures in line with changes to legislation or local authority requirements. They are highly aware of indicators that children and families may be in need, and act quickly to ensure that families receive the support they require. The provider has rigorous recruitment and induction procedures to help ensure the continued suitability of staff.

## Setting details

<b>Unique reference number</b>	EY252401
<b>Local authority</b>	Durham
<b>Inspection number</b>	10117615
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 11
<b>Total number of places</b>	95
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Green Lane Nursery and Child Care Centre
<b>Registered person unique reference number</b>	RP521191
<b>Telephone number</b>	01833 638581
<b>Date of previous inspection</b>	21 October 2014

## Information about this early years setting

Green Lane Nursery and Childcare Centre opened in 2003 and is run as a company with charity status. The nursery operates from three rooms in the grounds of Green Lane Primary School in Barnard Castle. The nursery opens five days a week from 7.30am until 6pm for 50 weeks a year, except for bank holidays and at Christmas. The out-of-school club opens from 7.30am until 9am and from 3.30pm until 6pm during term time, and from 7.30am until 6pm during school holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 21 staff working directly with the children, all of whom hold appropriate early years qualifications at level 3 and above.

## Information about this inspection

### Inspector

June Robinson

## Inspection activities

- The inspector completed a learning walk with the manager, observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- A meeting was held the leadership team. During this meeting, discussions were held about the development of the nursery, and the inspector checked evidence of the suitability of staff.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The manager took part in a joint observation with the inspector.
- The inspector took into account the views of parents spoken to on the day.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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