

# Tynemouth Nursery @ Tynemet

Inspection report for early years provision

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**Unique reference number**

EY375836

**Inspection date**

16/09/2008

**Inspector**

Julie Larner / Jayne Utting

**Setting address**

Tynemouth Nursery, Hawkeys Lane, North shields, Tyne and Wear, NE29 0SF

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Tynemouth Nursery @ Tynemet is privately owned and is part of Tynemouth Nursery Group Limited who have six other childcare settings in North Tyneside and Newcastle. The nursery operates from within the grounds of the further education college situated on Hawkeys Lane, North Shields. Children are cared for in two main play rooms and have access to a sensory room and outdoor play area. The nursery is registered to provide full day care for a maximum of 52 children, aged from birth to under five years. There are currently 20 children on roll and the nursery supports children with English as an additional language. It operates from 07.30 to 18.00 each week day, throughout the year, excluding public holidays. There is a suitably qualified manager responsible for the day to day running of the nursery and five staff members, of whom, all but one hold a relevant qualification. The nursery is a member of the National Day Nursery Association.

## **Overall effectiveness of the early years provision**

A strong understanding of safeguarding at all levels of the nursery ensures that consistent policies and procedures are implemented effectively, this means the children's welfare remains a high priority throughout the setting. Good deployment of staff ensures that children have individual time with key people, helping to firmly establish good bonds and links with both children and their parents.

A mixture of development plans and on-going discussions ensure that the nursery know their strengths and weaknesses and have a clear vision of how to improve, although on some occasions these focus on the whole organisation rather than the individual setting.

All children are valued and respected as individuals. The staff know the children very well which ensures children receive good quality care whilst respecting their varying needs and abilities. Children are happy and content at the setting as they are greeted in a warm manner by friendly staff who know their likes and interests because of this children are involved in activities and experiences that engage and motivate them.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure rigorous arrangements for assessments are in place to enable staff to make informed decisions when planning the next steps to meet children's individual development needs
- further improve self-evaluation to ensure the quality of provision for all children improves
- develop systems to ensure that parents are fully informed and contribute to their children's on-going learning and development

## **The leadership and management of the early years provision**

Rigorous recruitment and selection procedures that are consistently followed ensure that children are cared for by safe and suitable adults who know their roles and responsibilities in the setting. Successful induction, regular appraisals and the manager's presence in the rooms in which children are being cared for contribute to effective monitoring of the setting. This ensures children are well cared for by staff who can successfully implement the group's policies to promote children's well-being.

The nursery strongly encourages staff development. Good opportunities exist for staff to develop their knowledge and skills in childcare, this in turn means that children are cared for by competent staff who show a good understanding of good quality childcare and can effectively safeguard children.

Partnerships with parents to promote children's welfare are very successful through collecting sound information about children's individual needs; however, this is less effective in collecting information about what children can do with regard to their development. An established parents' group shows that links are valued and play an important part of the setting. Parents help to devise handbooks and questions that they feel should be asked about their children when they start to attend.

The setting has progressed sufficiently since registration. Security has been further enhanced as robust systems have been implemented to ensure children remain safe and secure. Leaders have a sound ability to further identify key areas for improvement, such as the environment of the building and organisation of some of the rooms.

## **The quality and standards of the early years provision**

Children are very safe, settled and secure at the setting. They have secure bonds and good relationships with staff which enables them to settle quickly and enjoy their time at the nursery. Staff respond well to children as they provide lots of reassurance and comfort and promote inclusion very well by tailoring play to suit the children's individual needs and interests.

Clear risk assessments contribute to the children's safety and appropriate language with good staff vigilance used to help children begin to gain an understanding of how to stay safe. Children learn to treat each other and their environment with respect as staff constantly praise children's achievements and encourage them to help tidy toys away at the end of the session. Health and hygiene is promoted well to ensure that children enjoy a healthy balanced diet and are protected from cross-infection successfully.

Children move around the areas of the nursery with confidence and emerging independence, for example, as younger children wash their hands, with staff support, after painting. Children relish exploring with their senses as they wonder at

the moving lights in the sensory room and squeal with delight. Children's creativity is valued as children use musical instruments and create displays from hand prints, which are very promptly displayed and talked about by staff, showing their work is valued. Children of all ages enjoy books, they often visit the comfortable area on their own and at group time.

Staff hold a good understanding of the children's individual development, for example, by knowing which younger children are able to share toys, however, plans for the next steps in children's learning are not sufficiently clear. Systems to monitor children's development are not fully robust throughout the nursery and this leads to some missed opportunities to further extend children's learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.