

# Goosehill Private Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	301760
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	ISP Inspection
<b>Setting address</b>	9 Goose Hill, Morpeth, Northumberland, NE61 1TL
<b>Telephone number</b>	01670 511695
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Goosehill Private Nursery has been operating since 1989 and registered in relation to the current owner in 1999. It operates from five playrooms and associated facilities within a self-contained two storey building located in central Morpeth. The setting operates on weekdays from 8am to 5.30pm for 50 weeks of the year. They are registered to care for a maximum of 44 children in the early years age range, of whom no more than 15 may be under two years of age. There are currently 89 children on roll in the early years age range. The nursery is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs 16 staff, of whom all but one hold an early years qualification. Three staff have achieved Early Years Professional Status. Links are in place with others delivering the Early Years Foundation Stage.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff's excellent knowledge of children's individual needs ensures that all aspects of their welfare and learning are promoted with great success. Staff ensure that each individual is recognised and valued and that the service offered is open and accessible to all. Children are cared for in a very safe and secure environment and staff are very vigilant regarding safety. All of the required documentation and records are in place. Partnerships with parents and other professionals are exceedingly good and staff work in harmony with them to meet children's needs. Systems to monitor and evaluate the service are most efficient and support continuous improvement very effectively.

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

To further improve the high quality early years provision the registered person should consider:

- ensuring that entries made in the medication record sheets are correctly dated by parents and that staff make entries in ink rather than pencil to make the record permanent.

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

A safeguarding children from harm policy is in place and staff have an excellent knowledge of the procedure. Staff make extremely effective use of policies to promote and preserve children's welfare, such as, the administration of medication and the management of a complaint. Policies and procedures are regularly reviewed by management to ensure that they cover all of the necessary elements. These are shared with parents and are available on site. Robust recruitment and

induction procedures are in place. Staff benefit from strong, supportive leadership and management. They take part in regular team meetings, undergo annual appraisals, have regular one to one sessions and access pertinent training to further enhance their skills and practice. Procedures for the collection of children are strict. Frequent fire drills are carried out and recorded. All of the required documentation is in place and the vast majority is exceptionally well maintained. Annual risk assessments are completed and recorded and help to remove or minimise risks. Security is exceedingly well maintained. Doors leading into the nursery are fitted with electronic finger print identity locks. All visitors are screened, sign the visitors record and are fully supervised by staff.

Robust systems are in place to evaluate the service, care and education provided to support continuous improvement extremely effectively. All staff are actively involved in the process and feedback is obtained from parents and children verbally and via questionnaires. This ensures that areas for development are identified most efficiently and tasked accordingly. Excellent use is made of space both indoors and outdoors. The environment is extremely well organised and children have easy access to an exceedingly broad range of high quality resources and activities. They have superb opportunities to develop their decision making skills. Staff help raise children's awareness of diversity exceedingly well. They present as excellent role models and explain differences as simply as possible to help children to gain an age appropriate understanding of such matters and to develop a positive outlook regarding diversity. Procedures to support children who speak English as an additional language or those with special educational needs and/or a disability are most effective. Staff work closely and efficiently with other professionals and agencies such as Portage Workers and speech and language therapists to ensure children get the help and support they need.

Parents are exceptionally well informed of their child's progress and general events. This is achieved through the very effective use of verbal feedback, a daily diary system, newsletters and information displayed on notice-boards throughout the nursery. They have access to their children's records and are able to contribute pertinent information. Parents are able to attend review meeting to discuss their children's ongoing development with staff. They are particularly well informed about their children's current interests and preferred activities and this allows parents to support their children's learning. Feedback from parents is highly complimentary. For example, one parent stated; 'Staff are very pleasant and helpful. The children do lots of activities and always seem to be happy'. Several of the children on roll attend another setting delivering the Early Years Foundation Stage. Excellent links are made with other early years practitioners and pertinent information is exchanged to support children's learning very effectively. Nursery staff assist with children's transition from the nursery to other settings by escorting them on visits to their new settings to help them settle in.

## **The quality and standards of the early years provision and outcomes for children**

Children's admission into the nursery is sensitively managed and tailored to each child's needs. Parents and children attend introductory visits which help all parties to become familiar with each other. Children settle extremely well. Staff discuss children's individual needs in great detail with parents. All relevant paper work is completed and pertinent information is recorded. This enables staff to build an excellent understanding of each child's starting points. Initial assessments are completed for each child and staff make regular, detailed observations of the children. Information is recorded and staff make superb use of this to enable them to plan a wide variety of purposeful, stimulating and fun activities for children. Staffs' knowledge and use of the Early Years Foundation Stage is strong. They identify exceptionally well the next step to support each child's learning and children make excellent progress. Children's achievements and efforts are recognised and celebrated by staff. For example, staff praise a group of young children's efforts to use Makaton sign language as they sing along to songs. This positive reinforcement helps nurture children's confidence and self-esteem. An excellent variety of adult-led activities is provided. For instance, roasting marshmallows on an open fire outdoors and regular visits to the nursery allotment to plant and tend vegetables.

Simple mathematical concepts such as, colour, shape, size, weight and numbers are promoted very effectively. Children have excellent opportunities to count, sort, grade, measure, compare and learn about numbers. This is reflected in the confident way a young child correctly counted pieces of pasta into a dish and sorted out the biggest bowl. Children's communication, language and literacy development is given very high priority. Children thoroughly enjoy listening to stories and use books with confidence. Staff make exceptional use of discussion and questions to enhance children's language and vocabulary skills. For example, during a sewing activity young children are actively encouraged to describe what they were doing and what materials they are using. One child stated; 'I am going up and down with the needle', as they pushed the needle back and forth through the fabric. Children have ample opportunities to be physically active both indoors and outdoors and a very broad variety of resources and equipment is provided. For instance, in a dark room a group of young children excitedly crawl through fabric tunnels whilst lighting their way with a torch. Such activities allow children to test and refine their physical skills. Children go outings to places of interest. For example, to the park where they use magnifying glasses to search for signs of spring such as buds on trees and snowdrops. They use a camera and a picture check list to record their finding. Children benefit from frequent visitors to the nursery. For instance, a community police officer and a weekly session with a French tutor. This raises children's awareness of the local community, the natural and wider world and provides additional opportunities for social interaction with others.

Staff manage children's behaviour exceedingly well through the calm and consistent use of age-appropriate tactics. Children respond most positively and their behaviour is excellent. Exceptionally close, warm relationships are evident

between staff and children. Staff are most aware of and responsive to children's needs. For instance, a very young child was instantly provided with a sleep basket when they started to appear weary. The child crawled into the basket to rest for a while. Children are extremely contented and form very good relationships with peers, as shown in the way that they help each other and share resources. They are able to develop a positive awareness of safety and matters such as stranger awareness is discussed with them and they practice road safety. Hygiene standards are particularly high. Staff present as positive role models and make excellent use of daily routines to raise children's understanding of good hygiene practices. Any medical or dietary needs children have are discussed in detail with parents and information noted. Healthy eating is very actively promoted. A wide variety of nutritious meals and snacks are provided. Children have access to fresh drinking water and other suitable drinks. This helps promote and preserve children's well-being exceedingly effectively.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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