

Tynemouth Nursery at Billy Mill

142-144 Queen Alexandra Road West, North Shields, Tyne and Wear, NE29 9AF

Inspection date

27/11/2012

Previous inspection date

07/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children's development is effectively supported by staff who have a secure knowledge and understanding of how to promote the learning and development of children which they do with enthusiasm.
- Children are secure, happy and confident to express themselves in the warm, welcoming and stimulating learning environment.
- Strong partnerships are established with parents so that they make a contribution to meeting children's needs in the nursery.
- Children learn how to be healthy through everyday activities and discussions which staff introduce in stimulating and imaginative ways.

It is not yet outstanding because

- Observations occasionally lack detail on the seven areas of learning and development which sometimes result in learning experiences that do not fully match children's needs.
- Relationships with other early years settings that children attend are not fully effective in seeking information on what children do while they are there to promote continuity in their learning and development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises with the manager.
 - The inspector observed activities in each playroom throughout the day.
 - The inspector met with the manager and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's learning journeys, planning documentation,
- evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
 - The inspector took account of the views of parents through discussion.

Inspector

Lynne Pope

Full Report

Information about the setting

Tynemouth Nursery at Billy Mill was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the residential area of North Shields and is under the ownership of Tynemouth Nursery Group Limited. The nursery serves the local area and is accessible to all children.

It operates from seven playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and eight at level 3 or above. The area manager has Qualified Teacher Status. The nursery opens Monday to Friday all-year-round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- refine observations by consistently adding detail about the seven areas of learning and development that they cover
- continue to develop relationships with other settings that children attend to encourage them to share information about the child's time there.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Effective systems have been developed to assess children's starting points when they start at the nursery. Staff are skilled practitioners as they seek to know and understand each individual child. They discuss a baseline assessment against the seven areas of learning and development with the parents of new children and they complete a tracker of the child's development together which gives staff a good understanding of children's abilities. This enables them to plan around individual children's interests as they put in place learning plans which are then based on information gathered from the observations that they carry out. This helps them to plan interesting and appropriate activities. However, staff are not consistent in linking the observation to the area of learning and development that it covers which occasionally impacts on learning experiences not fully matching children's needs.

Children have the opportunity to participate in a stimulating range of activities and experiences. There is a good balance of child-initiated and adult-led play. For example, a movement to music activity is based on a book that is the children's favourite. Staff in the two- to three-year-old room lead the activity in a playful manner, developing and

practising children's skills. The children observe the staff and start to join in doing the actions as they recognise the repetitive parts of the story. They enjoy it so much they want to do the activity again. Children enjoy sitting and listening to stories being read. Staff ensure that it covers several areas of development as they talk about the shark's teeth and whether he cleans them. They discuss the expressions on the character's faces and decide what they might be thinking or feeling. Mathematics is introduced as children count together when they are asked how many fishes are on the page. Young children are given the opportunity to explore different textures. Baby room staff provide the resources for gloop which is a mixture of cornflour and water, based on what they know the young children are interested in. The children choose what they want to do with it as they explore with their hands and watch what the staff do with it. Pre-school children's communication and language skills develop as they listen carefully to staff and follow their instructions, such as going to the bathroom before they have milk time. The children chat happily to each other as they sit in a group discussing things, such as the colour of their cup.

Staff have started to carry out the two-year-old progress check. A comprehensive system ensures that they gather information on the child based on the prime areas of learning and development. They then complete a summary and invite the parent in to discuss the child. Together they decide on the next developmental steps for the child. This helps the parent to continue the child's learning and development at home and be aware of what the nursery staff are focusing on. Staff are secure in how they would identify through observation and assessment if children had any special educational needs and or/disabilities. The management team and staff are experienced and skilled in liaising with other professionals that might be involved with a child to ensure that their needs are met.

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

Staff promote a calm and caring atmosphere where children develop strong bonds and attachments with them and their peers. Settling-in visits are offered to each child based on their individual needs. They start with short visits and build them up into a longer period of time where the child learns to separate from their parent with little, or if any stress. This helps them to become confident and independent. There is a calm atmosphere throughout the provision and staff use appropriate strategies to manage children's behaviour which means that children begin to understand what is expected of them. Lots of praise is used for children's efforts which helps to develop their self-esteem and stickers are used to encourage good behaviour.

Meals are freshly prepared on the premises and take into account children's dietary needs, likes, dislikes and cultural backgrounds. Staff encourage children to develop their own likes and dislikes in food and drink. Snack time is freely available for pre-school children so that they can choose when they would like to have it without it interrupting their play. Younger children have snack at the same time where they sit in small groups and select what they would like. Staff talk to children about food in everyday activities. At milk time the pre-school children try to guess what they might be having for lunch and what they like to eat. Staff help children to understand about good hygiene practices as they talk about why children should clean their teeth. Children show their understanding by saying that their

teeth might go bad.

Children have opportunities to move freely and with pleasure and confidence in a range of ways. They all access the large garden which is stocked with stimulating resources that encourages them. They climb up the small climbing wall or steps so that they can come down the slide. They negotiate round their friends as they kick a ball and experiment with different media as they draw on the blackboard with chalk or use water and paint brushes to make marks.

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

The registered person and manager have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures and robust systems to ensure the safe recruitment of suitable and qualified adults are implemented. The staff team are well-established and long serving showing that they are committed to the nursery. Their on-going suitability is monitored through their performance being reviewed by the manager twice a year in supervision and appraisal sessions. She works by their side at certain times during the day and observes their practice which helps her to identify areas for development and she discusses their learning and development needs to ensure they continue to meet the needs of the children in the nursery.

Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow should a concern be raised to protect children from harm or neglect. Risk assessments are conducted in a variety of ways for the premises to ensure that any possible hazards are identified and minimised for children. Identified hazards are addressed and improved swiftly. The manager carries out a monthly check and staff check their rooms daily and the garden before going out to ensure that resources remain safe and any hazards are minimised. The manager has effective procedures to monitor the educational programme that is offered as she checks children's development files periodically to make sure that staff are completing their observations and individual plans.

Accurate identification of priorities through a variety of self-evaluation methods and implementation of these provides continued and systematic improvement to the quality of the provision. Each member of staff keeps a file that details their aims to be outstanding. They identify each month what they are good at and what they would like to develop and evaluate at the end of the month noting what they will focus on next. This feeds into the full nursery self-evaluation. Parents are consulted through annual questionnaires and children are asked about what they like at nursery. The local early years authority works closely with the manager and staff and has helped them to identify areas for further improvement. Recommendations raised at the last inspection have all been addressed and implemented. For example, systems are now in place to assess children's progress against the seven areas of learning and development. This helps to identify the next steps for children's development and if there are any gaps in their learning.

Staff have developed an excellent close working relationship with parents. Parents are invited to be part of the parent group which enables them to have input into the nursery's policies and procedures. New parents are able to contact them for a different perspective on how the nursery is run. Coffee mornings are held every six weeks at the weekend so that parents can come in and see and join in with the different types of activities their children participate in. Daily diaries are completed for all children which helps parents to know about what their child has done that day. Staff have asked parents to share the diary with other early years settings that children attend so that they can continue the child's learning. However, this is not fully effective as the nursery has had no response from the other settings which impacts on them offering continuity in the child's learning and development. Parents stated how happy they are with the way that their children's learning and development is progressing since they started at the setting. They know who to report any concerns to and are happy to recommend it to friends.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

	registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	310213
Local authority	North Tyneside
Inspection number	890866
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	68
Name of provider	Tynemouth Nursery Group Limited
Date of previous inspection	07/02/2011
Telephone number	0191 259 6922 or 07872971437

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

