

# Bedlington Nursery

Stead Lane, Bedlington, Northumberland, NE22 5JS

<b>Inspection date</b>	04/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
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		1

## The quality and standards of the early years provision

### This provision is outstanding

- All children receive highly effective individualised support from extremely skilled early years practitioners, who have a thorough knowledge of the Early Years Foundation Stage. Staff understand the principles of learning through play and this approach to children's learning is highly valued.
- Secure attachments are seen throughout the nursery as a result of the inspirational interactions between adults and children.
- The management team and staff members strive to continually improve the setting through effective evaluation of what the setting offers, this benefits the experiences children have in the nursery.
- Purposeful and regular information is shared with parents, ensuring they are fully informed of their child's progress and activities they are involved in. Links with other providers and agencies are strong and all children are fully included.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector met with the manager and spoke with children and the staff throughout the inspection.
- The inspector looked at children's assessment records and discussed with different members of the staff team how they are using these to support their individual learning and development.
- The inspector observed staff caring for children in all rooms and in the outdoor area.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector viewed key pieces of documentation, such as, child records, developmental profiles, medication records and planning documents.

## Inspector

Anthea Errington

## Full Report

### Information about the setting

Bedlington Nursery originally registered in 2003 and re-registered with the new owners, Action for Children, in 2012. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Bedlington, Northumberland. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional 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 81 children attending who are in the early years age group. The nursery provides funded early education for two-, 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:

- further enhance the otherwise excellent practice of developing children's independence by using all opportunities for children to serve themselves at mealtimes.

### Inspection judgements

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

Children are extremely happy, animated and enthusiastic as they make choices about their activities, which are extremely well prepared and attractively set out. They are valued by a highly motivated and enthusiastic staff team who support them in feeling good about themselves by offering positive support, praise and encouragement. The quality of teaching and learning is excellent and is always interesting, challenging and fun. Staff are highly skilled and have a first class understanding of the Early Years Foundation Stage and how children learn. Their approach to planning is based on informative, detailed observations and children have individual learning journals which contain photographs, observations and examples of their work. This is linked to the Statutory Framework for the Early Years Foundation Stage and clearly shows next steps in learning for each child. This all supports staff well in keeping an accurate picture of children's development as progress is tracked and staff are confident in identifying individual strengths and weaknesses. In addition, there is a strong focus on the characteristics of effective learning and staff use their assessment systems, including the progress check at age two, to reflect this. In addition, staff gather detailed and relevant information from parents about their child's

interests and activities they have enjoyed at home, through discussions, settling-in visits and through written information. This means they have an excellent understanding of children's likes, needs and routines.

All children are supported and nurtured in this warm and caring setting. Staff place an extremely sharp focus on helping children to become confident in their personal, social, and emotional skills and staff are highly skilled in engaging children and encouraging their participation. For example, staff members enthusiastically engage in caring and playful interactions, which encourages young children to respond. Early communication skills are well-supported through high quality adult-child interactions. Staff constantly talk to young children, explaining what they are doing, which encourages children to link words and action. Babies chuckle with delight as they interact with staff and smile with pleasure at their achievements in making music. They wave their hands in excitement and actively reach out for comfort and reassurance with adults they can trust. Children's communication skills are fostered very well through play; they are confident to share their views and talk about the activities they enjoy. Their language and thinking skills are significantly enhanced when staff ask open-ended questions and challenge children to think and recall favourite and familiar stories. For example, using their own storyboard display, children explain how 'Goldilocks' ate up the porridge and some was 'too hot'. Staff encourage them to think further as they compare the various sized bowls used by the three bears. They ask questions, such as 'How many bowls were used' and 'How many can you count'. Children skilfully count the bowls and mirror their understanding as they engage in role play to act the story out. Staff are highly skilled at asking questions that encourage children to think and talk, as a result children's interest is sustained and their skills and understanding are developed extremely well.

Children benefit fully from play experiences which capture their interests and imagination. They learn about shape and texture and have lots of fun making and playing with the play dough. They happily squeeze the mixture between their fingers and toes as they discover how it feels to them. Outdoor play is energetic and promotes physical development very well for all children. Children have various options for physical play which could be in the very well-resourced outdoor classrooms or in the larger outdoor play area. Children are active learners, are highly motivated and work happily alongside each other, sharing resources and taking turns. For example, they choose to build an obstacle course outdoors using a variety of empty plastic crates and tyres. They work well together and discuss their accomplishments with one another. This provides very good opportunities for children's physical development as well as supporting and developing their imagination and creativity further. Staff provide rich, varied and imaginative experiences and as a result, children are excited and motivated to learn. Excellent support is given when working with children on a one-to-one basis as well as in groups. This ensures children effectively develop the key skills they need for the next steps in their learning when they attend school.

Parents meet regularly with their child's key person to discuss their children's progress. Children are able to continue their learning at home through effective systems, such as taking home 'Terry the travelling teddy' and return him with his diary to share their home adventures with the rest of the children. Formal and informal meetings are used to review children's development and progress and parents have many good opportunities to

express their views and opinions through daily discussions with staff, questionnaires and at the regular parents meetings. Parents take an active part in their child's learning and are involved in decision-making on all key matters.

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

Children develop a strong sense of belonging to the setting and enjoy secure relationships with trusted adults, who listen to them and are highly attentive to their needs. An extremely well-established key person system is in place and staff are highly skilled and sensitive in helping children form secure emotional attachments. Children settle very quickly and parents speak highly of care practices, which support children in developing their self-esteem and confidence. Inclusion is well considered through settling-in procedures, and staff have good knowledge of children's individual needs and gather good quality information from parents. These close bonds and the warm environment effectively support children's emotional and physical well-being and support their transition from home to the setting. Staff skilfully support children when they transfer to local schools. They make regular visits with their key person and meet members of staff and their new environment. This ensures children are well prepared for the next stages in their learning.

Children display courtesy and consideration for others. Staff consistently praise and encourage children and have high, realistic expectations of them all, resulting in behaviour which is excellent. For instance, children understand the rules and what is expected of them, such as using 'kind hands' and sharing toys. Staff sensitively talk to them about how it may make others feel if they misbehave and use innovative teaching methods to support their understanding further. For example, children are provided with pictures of emotions, such as happy and sad faces, for them to look at and discuss, which supports their understanding further of their own feelings and those of others.

The rooms are well set out, vibrant and inviting. All children, including babies, are able to access the toys and activities easily, so that they are able to make their own choices. Children are learning to be independent, as even young children feed themselves with little help. However, there is scope to support children's independence even further by encouraging all children to serve themselves at mealtimes. They learn to make healthy food choices as staff discuss foods as children eat. All food is tasty and nutritious and prepared by the cook on site. All children's dietary requirements are adhered to and there are high standards of hygiene in the nursery. Children are developing a good understanding of their own personal hygiene as they follow daily routines and clearly understand why they have to wash their hands after playing in the garden and before meals. Staff discuss with them how they must wash away all the germs and children display their understanding, stating, 'They are nice and clean now'. As a result of this, children learn about healthy lifestyles.

Daily risk assessments ensure the areas used by children are free from hazards and staff consistently give the highest priority to the safety of children. This effectively supports children's growing understanding of how to keep themselves safe. Children take part in their own risk assessments and skilfully identify what they see and how they can keep themselves safe. For example, statements included in their own risk assessment of the

outdoor work tool area include, 'You have to be careful, you have to look and hammer nails carefully and slowly'.

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

The manager's enthusiastic leadership is communicated to staff, who work very well together as a team. They are highly motivated towards providing the best care for children. Staff are monitored effectively and have regular meetings with the manager to discuss their training needs. Robust systems are in place to ensure the suitability of staff, including appropriate vetting checks, induction programmes and ongoing systems of supervision and appraisal. Regular team meetings are used to build confidence, monitor new systems of working and cascade training to all staff. Staff members and management have an excellent understanding of the requirements in meeting the safeguarding, welfare, learning and development requirements of the Statutory Framework for the Early Year's Foundation Stage. Robust monitoring of the educational programmes ensures that an excellent and varied range of experiences are planned and provided to help children make progress in all areas of learning.

Children are well safeguarded in the nursery as the manager and staff members have an excellent understanding of child protection and safeguarding. The premises are secure and there are robust procedures in place for the collection of children. Meticulous records are kept and staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency. Staff have attended recent safeguarding training and hold paediatric first aid certificates. They carry out daily safety checks on the premises, which means that children are safe from any potential hazards.

Staff are well qualified, experienced and highly motivated, demonstrating an enthusiasm for their work with a clear commitment to improving achievement for all children. As a result, morale is very high and belief in the nursery's success runs through all staff. The setting as a whole, are keen for further training and staff development, in order to continue their positive impact on children's learning. Constant self-evaluation of the nursery ensures that all areas are consistently identified for sustained improvement.

The partnership with parents and carers is outstanding. Parents receive regular newsletters outlining themes, events and relevant information and contact numbers, to ensure they are made fully aware of procedures to follow. Parents have very positive views about the nursery and their comments on the provision are valued. They use comments, such as staff show such kindness and concern in caring for their children and that their children are cared for by caring staff in facilities which are well-maintained, well-resourced and clean. The manager and staff members have an excellent insight into the needs of parents and families as well as children. Strong links with the children's centre are used to provide additional family support when needed. Excellent partnerships are in place with local schools and regular meetings take place to ensure learning in the nursery complements children's learning at school. For example, staff members from the nursery and school staff regular share relevant information and visit each of the settings.

## The Childcare Register

The requirements for the compulsory 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 action. 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

<b>Unique reference number</b>	EY452109
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	883593
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	53
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Action for Children
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01670822714

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## 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, which are usually the childminder's 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.

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