

# The Jesmond Nursery

8 Osborne Road, Jesmond, Newcastle upon Tyne, Tyne and Wear, NE2 2AA

<b>Inspection date</b>	21/02/2013
Previous inspection date	15/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
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

- Staff are very attentive, genuinely caring and interested in what children do and say. Therefore, children are confident, self-assured and make good progress in their personal, social and emotional development.
- Children clearly enjoy the well-planned singing, dancing and music sessions, which promotes their creativity and physical development very well. The good quality teaching ensures that children use a range of musical instruments correctly and enthusiastically and they make sure that all children are able to take part.
- The strong management team have a clear overview of the welfare, learning and development requirements and the long standing, dedicated staff are very well supported. This means that all children reach their full potential in a caring, nurturing environment.
- Parents are welcomed by friendly staff and they can discuss their child's care, learning and development at any time. This means that good continuity is in place for children.

### It is not yet outstanding because

- Additional real resources and safe everyday items are not available in the role play areas, specifically for the two- to three-year-olds. This does not enhance their imaginary and pretend play fully.
- Older children are not given sufficient opportunities to serve themselves at lunch times to enhance their independence further.

## 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.

## Inspection activities

- The inspector observed children's activities in all rooms and spoke to children, staff and key persons.
- The inspector held a managers meeting with the principal, manager and early years professional.
- The inspector took account of the views of two parents spoken to on the day.
- The inspector observed the children's routines, equipment and environment and viewed a sample of documentation including some children's 'learning journey's.'

## Inspector

Shirley Peart

## Full Report

### Information about the setting

Jesmond Nursery was registered in 1993 on the Early Years Register. It is situated in Jesmond, Newcastle upon Tyne and is managed by a public limited company. It has a sister nursery, Elmfield, situated in Gosforth, Newcastle upon Tyne. The nursery serves the local and wider area and is accessible to all children. It operates from a converted, three story detached house incorporating seven rooms. The two upper floors are accessible by a staircase. There are two enclosed areas available for outdoor play. The nursery employs 32 members of child care staff. Of these, all hold appropriate early years qualifications at level 3 or above. Two staff members have Early Years Professional Status and one has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.45pm. Children attend for a variety of sessions. There are currently 117 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

### What the setting needs to do to improve further

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

- provide additional resources, specifically for the two- to three-year-olds, such as real and everyday items in the role play areas to fully promote their imaginary and pretend play
  
- give pre-school children more opportunities to pour their own drinks and serve their own food to further promote their independence and choices.

## Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this in practice very well to meet children's individual needs. The planning displayed in each room is based on a secure assessment of what children do and enjoy. The prime and specific areas of learning are covered in a full range of activities and experiences. The staff record observations on individual children and put these on the 'observation station' which is then fed into the planning. They also incorporate children's choices and time lines into the daily routine. Therefore, children make independent choices as they point to images and photographs of what they would like to play with. Each child has a lovely 'learning journey' file which show how activities link to the areas of learning and gives a general overview of

where they are at in their development. The Early Years Professional oversees the tracking of children's progress, which is analysed and monitored regularly. This means that staff can see how their key children are making progress or where they may need to target more help and support. Many of the older children have been in the nursery since babyhood. Therefore, key persons pass on their 'learning journeys' to the next room as they move up and have discussions about children's individual needs and interests. This means that good continuity and consistency is in place for children's learning.

Parents are fully involved in their children's learning and development. The innovative 'bonding bags' are available for parents to take home to use with their children. These are displayed in rooms and have various items or activities inside, along with written information or songs, to help parents gain a further insight into what activities their children experience in nursery. The newly created 'Baking Basket' is also proving to be popular as children take this home to use the ingredients supplied and bake with their parents. This helps parents to share what they know about their child and what they achieve at home and ensures that they are fully involved in the life of the setting. Staff also involve parents in their children's learning by building on children's interests from home. For example, when staff in the three-year-old room noticed that many children like to talk about their extended family who are important to them, they encourage parents to bring in relevant photographs and names of grandparents, aunts, uncles and pets to display. This provides good talking points for children, which helps them to successfully develop and enhance their communication and language skills.

Two- to three-year-olds have sufficient opportunities through planned activities to use their imaginations and to dress-up. For example, they choose an animal from the story sack and sing familiar songs relating to it and they clearly enjoy listening to stories. However, the continuous provision in the role play areas are not fully enhanced to encourage children's spontaneity in make believe and pretending. For example, the dressing up trolley is not always available, there is a lack of additional resources, such as, real and everyday items like magazines, cleaning cloths, bags, safe kitchen utensils and telephones to promote and enhance children's imagination and pretend play.

Toddlers clearly enjoy sensory play. They sit in large trays to explore cereal with their hands or stamp around in it and listen to the crunching sounds it makes. Staff are supportive as they show children how to use different tools, such as, plastic spoons and knives, so that children demonstrate high levels of curiosity and remain interested in their play. Children new to the room happily wander between the water play and the cereal play as they are keen to see everything on offer, demonstrating high levels of fascination. Older toddlers and younger pre-school children love singing and musical activities. They are very animated as they enthusiastically sing familiar songs and clap themselves when they are finished, which demonstrates that they are happy and very self-assured. Staff manage sessions using musical instruments very well. They encourage children to choose an instrument, ask them if they can remember the names and encourage them to use them loudly or quietly in time to songs. Therefore, children love to create sounds and rhythms and show an interest in the noises they make, as they eagerly bang, tap or shake their instruments and sing along happily. Staff also use 'Makaton' sign language, which successfully supports children with differing needs very well and ensures that all are fully included.

Staff recognise when children are ready to progress to the next stage in their learning to help them prepare for school. For example, staff in the older pre-school room use newly acquired training to introduce exciting ways of learning numbers and calculating. The 'number fun' educational pack helps staff to promote mathematics and physical development very well. They hold up numbers and ask children if they can name them, to test out their knowledge. Some children guess easily and correctly and some are able to recognise that a '9' looks like a '6.' As the number songs play on the disc children confidently stand up, dance and calculate as they join in one by one in time to the instructions. All children successfully know when it is their time to join in. They jump, stretch and bend to the song and when this gets faster they become very animated and enthusiastic as they sing, move and dance in time to the rhythm.

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

Displays and photographs along the entranceway, which show some of the activities that children take part in, gives a welcoming, friendly feel to the nursery. Children clearly enjoy yoga, music and movement sessions, keep fit sessions with external teachers and cooking activities. These activities promote children's good health and well-being very well. Diverse displays of celebrations, such as, Chinese New Year and the Mowlid festival, show that children are involved in a very good range of activities that helps them gain a good understanding of the world.

Staff caring for babies and toddlers are very competent and caring. Interactions are good and children are forming lovely bonds and secure emotional attachments. They approach their key person easily and they receive natural, warm cuddles. Staff are also down at the children's level at all times to offer verbal and physical contact. Older children are listened to, for example, when they line up to go down stairs for outdoor play they chat to staff and tell them their news. Staff listen attentively and ask children questions, demonstrating a genuine interest in them, which promotes their self-esteem and confidence very well.

Children's behaviour is good throughout the nursery as staff offer regular, meaningful praise. Children as young as two-years-old wait patiently as everyone puts on their coats and hats for outdoor play and they know to walk carefully down the stairs holding onto the banister. Strict procedures are followed when children access the outdoors. They are well supervised by staff when going outside and coming back in. Regular checks are carried out to ensure that children are present at all times and staff always remain with the children when in the outdoor areas. Due to the building restrictions children cannot have free-flow to the outdoors. However, outdoor play is incorporated into their daily routine so that children get plenty of fresh air and exercise and they all go out together in their key age groups. The outdoor areas are very well set out and planned before children go out. They use some good quality equipment, such as, cones and balls for older children and role play and rockers for the younger ones. Children are also taken for regular walks in the local community, which gives them a good sense of the wider world.

Transitions are managed very well in all rooms. Staff find out individual home routines for babies and toddlers from parents and they replicate that in the nursery. Key persons

decide to move children up to the next room when they feel they are ready and discuss this with parents. They receive a letter informing them of the process and the existing key person goes with the child during the settling-in periods. Staff also use good transition forms for the new key person to use. Some children already spend time in their new rooms as they come together for mealtimes, therefore they are familiar with the surroundings, which also helps to ease transitions and ensures that children settle quickly.

Staff know how to keep children safe if they have allergies or need medication. Only senior staff administer this and it is well recorded and monitored so that children's health is not at risk. Children enjoy wholesome, freshly cooked food on the premises by the nursery cook. She is aware of any children who have allergies or special diets so that all dietary needs are catered for very well. Meal times are good social occasions for the children. Older pre-school children are asked what they would like to eat, so that they make independent choices, however, as staff dish this out the children are not given sufficient opportunities to serve themselves to enhance their independence further.

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

The management team, which includes a principal, early years professionals and a qualified teacher, have a good overview of the educational programmes. They also ensure that safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are implemented very well. They are confident that the staff understand the safeguarding procedures and know that staff would approach their floor supervisor or manager if they have concerns about any child. Clear flow charts are displayed in all rooms to remind staff about what to do if they are worried about a child's care or welfare. Visual and recorded risk assessments are carried out periodically and close circuit television images are used. This means that managers can visually see rooms and areas around the nursery throughout the day. A good signing in and out procedure is in place, so that staff always know how many children are in their care at any one time. This ensures that children remain safe.

Staff turn-over is very low, therefore a long standing, dedicated staff team is in place and they are well-qualified. For example, the majority now hold a level 4 child care qualification. Clear recruitment and procedures are in place. Managers advertise and fair interviewing techniques are followed and any new staff have an induction period. From this initial induction, mentors are chosen, a probation period is followed and all staff are vetted before they can work with children. Every six months a manager has a review with each staff member and there are clear professional development routes for staff. The managers also ensure that they work within a quality improvement framework via the local authority to provide full staff training sessions on various issues. Training provided for staff is either based on their individual development needs or interests, or more general for the whole staff team, which helps to improve their all-round skills. Staff are expected to discuss and feedback on training during supervision sessions regarding why they are doing it and how it has improved their practice. Regular team meetings are carried out, which helps them to share practice between themselves and their sister

nursery. The management team are also planning to build in peer observation to further promote staff performance once they have attended training themselves on how best incorporate this into practice. This shows that staff are very well supported to ensure that performance continues to develop to benefit the children's care, learning and welfare.

There is an 'open door' policy for parents and as the office is on the ground floor parents can pop into see senior staff at any time if they have concerns or queries. This means that staff act on parents feedback by changing practice and addressing any issues immediately. Alongside this, parents can view their child's 'learning journey' file at any time, take part in regular parents evenings and are fully involved in the progress check at age two summary meetings. They receive informal handovers with their child's key person at drop off or collection times. This means that all adults regularly share what they know to provide consistency and continuity in children's learning. Parents receive a comprehensive information pack, which includes the nursery's policies and other useful information. They can access the nursery's website and receive regular newsletters to keep them updated. Parents are pleased with the provision and the progress their children make. They feel they get sufficient information from their child's key person or other familiar staff member on a regular basis. The positive things about the nursery that parents like is the smaller grouping for the younger children and they are pleased that their children 'come in happily and are developing well'.

Self-evaluation is used regularly to target priorities for improvement. The management team are currently using and updating a new Ofsted self-evaluation form and ensure that all staff are involved in making contributions. They are currently updating their operational plan, tracking staff's use of the new observation, planning and assessment documents, reviewing how a new tracker system is working and are hoping to develop the website further for parents. This shows that they regularly review the service to ensure it continually improves to benefit parents and their children. The setting has addressed the one recommendation from the last inspection to provide resources that help and encourage children to discuss differences and disability. Some staff are also competent in using 'Makaton' and sign language, so that all children are fully included in the setting. The dedicated special educational needs coordinator within the nursery, works with parents and external professionals, such as, speech and language therapists, inclusion worker and educational psychologists very well. She implements suggestions and activities made by outside professionals, which means that all children with differing needs receive the targeted support they need. She holds regular review meetings with the parents, child's key person and the relevant external professional, so that close partnership working enables all children to make progress and reach their full potential.

## 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>	319314
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	904217
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	75
<b>Number of children on roll</b>	117
<b>Name of provider</b>	Jesmond Nurseries Ltd
<b>Date of previous inspection</b>	15/12/2008
<b>Telephone number</b>	0191 281 7836

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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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