

# Bedeburn Kindergarten

Bede Burn Road, Jarrow, TYNE & WEAR, NE32 5BA

## Inspection date

Previous inspection date

23/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Parents are very pleased with their children's care and progress. The staff work extremely well with them to keep them updated and they share two-way information regularly. This means that partnerships are excellent and ensure very good continuity and consistency for the children.
- The staff plan, observe and assess children's learning on an individual basis. Consequently, each child's interests and learning needs are built upon, so that they take part in a very good range of activities, which ensures they make good progress.
- Children are happy and feel safe and secure as their individual care needs are well-met. This is because staff are attentive and meet children's emotional needs successfully.
- The owner has a clear vision for the nursery and high expectations. This means that robust self-evaluation and action planning is in place to bring about continuous improvement, which benefits the children's care, learning and development.

### It is not yet outstanding because

- The layout of the baby room does not always fully support the different ages and stages of children's development, specifically for non-mobile babies.
- Planned sensory and exploratory opportunities are not consistently provided by all staff in the baby room, particularly around the use of interesting, creative materials to enhance their experiences 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.

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 held a meeting with the owner and the Early Years Professional, and spoke to key persons and staff.
- The inspector interacted with babies and spoke to children.
- The inspector observed activities and routines in the playrooms and the outdoor areas.
- The inspector looked at a sample of documentation including; children's learning journals, planning, action plans, the self-evaluation form and a range of other records.

**Inspector**  
Shirley Peart

## Full Report

### Information about the setting

Bedeburn Kindergarten was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a residential area in Jarrow, Tyne and Wear and is owned by a private provider. The nursery serves the local area and is accessible to all children. It operates from three main rooms and there are enclosed areas available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The deputy manager holds Early Years Professional Status and one staff member holds 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 71 children attending who are within the early years age group. The nursery also offers an out of school provision for children aged over five years to 14 years. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational 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:

- re-consider the layout of the baby room to ensure that this fully supports the different ages and stage of children's development, specifically by looking at the current arrangements for non-mobile babies when they play on the floor
- enhance the activities in the baby room further to ensure that sensory experiences are consistently offered by all staff, particularly around the use of creative materials, such as, crinkly paper, light soft material, paint, craft, bubbles, or gloop-mix, so that babies and toddlers have spontaneous opportunities to explore.

## Inspection judgements

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

The staff plan activities well and observe and assess children's progress individually. Therefore, each child's interests and learning needs are taken into account so that they take part in a very good range of adult-led and child-initiated activities. Planning also links to children's age bands and covers what they will do, resources needed and key language and vocabulary that adults should use to promote learning. Therefore, adult-led activities for the older pre-school children are very good. This is because the activities have very

clear learning intentions linked to the aspects within the areas of learning, such as listening and attention, and shape and space. Consequently, children take part enthusiastically, listen attentively to the staff, follow instructions and have lots of fun as they actively learn while they play. For example, they go out into the garden, wear their lady bird masks and re-look at the 'lazy ladybird' book. They lie down and sleep when the ladybirds need to sleep and fly around the garden through tents, into corners, jump in and out of the hoops, run under the tree and find the scarecrow.

During child-initiated play, the staff follow children's lead and support them very well to help them follow through their ideas and interests. For example, when children talk about buying ice-cream and how much they can eat, the staff make an ice-cream shop with the children. They make a screen out of a large cardboard box and cut out holes to put their 'ice-cream cones' in. Children thoroughly enjoy this play and staff extend their learning extremely well as they support them to choose what they do and how they want to do it. The staff provide a range of other recyclable materials, such as different coloured sweet papers and tissue paper to make the ice-cream for their cones. The children use pads and pencils to write down 'orders' and make 'receipts' and use tills and money competently. During this play staff talk about numbers, colours, shapes, words, and real life experiences, which successfully supports children's learning in their overall communication, literacy and mathematical development. Consequently, children acquire the necessary skills to be ready for the next stage in their learning, such as school. Every opportunity is used to help children learn. For example, during snack time the older pre-school children sit together and 'buy' the fruit. They look at pre-printed sheets and match up the real money, which helps children to decide if they need one or two pennies to buy some fruit. This introduces simple mathematics to children in a fun way. They also know that they can 'get more money from the bank' if they need it.

Clear displays in the baby and toddler room, of children's art and messy play, shows that they are involved in appropriate creative activities. However, resources that support babies and toddlers' exploration and creativity are not consistently provided for by all of the staff in this room. This means that opportunities to use a range of natural materials, such as, crinkly or shredded paper, light soft material, paint, craft, sand, bubbles or gloop-mix are not always available to enhance children's sensory experiences further.

Staff use relevant guidance to check that children are demonstrating typical development for their age. They highlight targets children reach within relevant age bands. This shows that staff have a good understanding of how to monitor and track children's learning and progress. Staff carry out the 'progress check at age two' competently. The key person writes a summary based on their ongoing observations and what they know about the children. They share this with the parents and work on targets together along with any other professionals, such as health visitors. This ensures that any concerns are identified quickly, to ensure that children receive the support they need and continue to make good progress in the prime areas of learning.

Staff involve parents fully in their children's learning and in the life of the nursery. As well as daily discussions, they send out regular newsletters about the nursery including ones for particular groups of children, such as, 'The Polar Bear News' relating to the older pre-school children. This gives parents clear information about what their children are learning

at nursery and how they can help them at home. For example, when the children had been exploring mini-beasts staff attach a 'Mini-beast spotting' hand-out with pictures of what to look for with their children. They encourage all parents to contribute to the 'Wow' board to display any special moments from home. Newsletters also show how the children grow 'beanstalks' and why staff send these home in pots. This encourages parents and children to regularly update them on how tall the plants are growing. When the 'Zoo academy' came to visit with their exotic animals, parents were invited along and they join in with the local summer parade. Children dress up as mini-beasts and walk through the local town with staff and parents. This demonstrates excellent partnership working during the short time that the nursery has been operating.

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

Overall, the nursery and rooms are well-organised, although at times, the layout of the baby and toddler room does not fully support the development needs of a mixed age range. There are some nice cosy and sensory corners available for babies. However, when non-mobile babies sit on rugs in the middle of the floor, this does not always allow toddlers to have free movement when they use push and pull toys, or enable babies to explore the space around them sufficiently. The range of equipment and resources around the nursery is good and used very well to support children's learning and development. Lots of recyclable and natural materials are also used. For example, children make a fire engine out of cardboard boxes and use cardboard tubes for the fire hoses. They self-select toys and equipment, make decisions and make up their own games from ideas. For example, when they find rolls of paper they reel this out as they decide to 'measure' the nursery room. This demonstrates that they are confident, self-assured individuals.

All children get plenty of fresh air and exercise. Outdoor adult-led activities for older pre-school children are very well-planned. This enables them to learn about how exercise can affect their bodies, which promotes their understanding of the importance of physical health and well-being. For example, when they run around the garden staff talk to children about being hot and out of breath and encourage them to feel their heart as it beats faster. The cosy sleep room provides a safe, quiet place for babies and toddlers when they need a nap or a rest. Sleeping babies are also regularly checked and monitored. Children also follow safe routines and practices. For example, they line up carefully when they go outside for planned group activities and they learn about safety as they benefit from visits from the road safety officer and the police.

Children's behaviour is good. They play cooperatively and seek out their friends. Staff offer lots of positive, meaningful praise that raises children's confidence and self-esteem. During snack time children make choices, pour their own drinks and take their cups and bowls back to the hatch. This shows that they are very self-assured and independent. Staff develop close bonds with children. They offer genuine cuddles and reassurance when toddlers feel unwell or upset, which supports their social and emotional needs very well. Babies also seek out familiar adults when they are tired or need a bottle. This demonstrates that they are forming secure emotional attachments that enable them to feel safe.

Key persons find out all they can about children from the parents when they start and carry out a settling-in assessment after a few weeks. This helps staff to understand and meet children's routines and individual needs. When key persons feel that children are ready to move up into the next room, this is discussed fully with the parents. Short visits take place and existing key persons go into the new room with the children and they hold discussions and handovers with the new key person. As staff have a good understanding of children's individual needs and development, this transition phase works very well. Consequently, children are happy and settle quickly.

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

Managers monitor the planning and children's learning journals regularly. They take on board staff feedback and alter documents and revise systems as necessary to ensure that these are effective, working tools for the staff. They review the planning, next steps and tracking systems, to help them identify any trends or gaps in the educational programmes and in children's learning. This ensures that children continue to make good progress. Safeguarding children is effective. Key managers are aware of their role and responsibility in seeking advice or making a referral if they have any concerns about a child's care or welfare. Morning and afternoon room safety checks, fire drills and staff: child ratio checks are all part of the regular monitoring and ongoing procedures that staff follow. This ensures that children play in a safe environment. The nursery is very secure and good signing in and out procedures are in place for children, staff and visitors. This helps to keep children safe and well protected.

The manager regularly updates the Ofsted self-evaluation form and they use this as an effective tool to promote improvement. The owner has high expectations of staff and is passionate about the nursery and strives to continually improve it, for example, by investing in staff training and development, making changes to the building that benefit the children and parents and by acting on parents' feedback. Staff are also fully involved in making changes and improvements. They contribute their written action plans regularly and identify areas that they want to improve, such as the garden and they think about resources that they would like. This ensures that the nursery has a very good capacity to improve further to benefit the children's welfare, care, learning and development.

Robust recruitment and selection procedures are in place. References are taken up and followed through and interviews take place. Qualifications and staff identity is checked and Disclosure and Barring Service checks are obtained. A member of staff is also trained in safe recruitment. This ensures that only staff who are suitable to work with children are employed. A probationary period is in place and regular supervision and appraisals are planned in. The managers have also begun a system of peer observation, which means that managers and the Early Years Professional can monitor staff performance and provide coaching and training as necessary. This ensures that staff plan challenging and enjoyable experiences for children that meet their individual needs and interests. Training needs are identified by the staff themselves or by managers to ensure that training is clearly targeted. For example, all staff will be completing an on-line safeguarding course in the near future so that they are all up-to-date. Regular staff meetings are held, usually when

the nursery is closed so that all staff can attend. This gives the team a chance to discuss relevant issues and reflect on children's activities.

Staff work well with other professionals, such as childminders when children attend the two early years settings. They share what they know about the children's care and development, which means that continuity and consistency for children's learning is effective. Good arrangements in place to support children with special educational needs and/or disabilities and staff liaise with other professionals to ensure children's needs are very well met. Partnerships with parents are a key strength. Parents are very pleased with the nursery and how their children are making progress during the short time that it has been open. Comments include; 'I've seen a massive improvement in my child's learning, they understand the meaning of numbers and counting', and 'I'm amazed at the things they remember in stories'. Parents also feel able to approach staff if they have any concerns about their child's development. They know that they can work together with staff and any other relevant professionals to ensure that their children continue to make progress. Parents also indicate that the nursery has brought the best out in their child and it has helped them to develop their child's confidence.

### **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 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>	EY459907
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	903671
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	85
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Noah's Ark Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01914300428

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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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