

Gateshead J Nursery Out of School Care

Gateshead J School, Alexandra Road, Gateshead, Tyne and Wear, NE8 1RB

Inspection date	21/10/2013
Previous inspection date	21/03/2012

The quality and standards of the early years provision	This inspection: 2	
	Previous inspection:	3
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

- Children's well-being is successfully supported. They have built up very strong relationships with staff members, therefore, they are happy and feel safe. This is a reflection of the high priority given by staff members to supporting children's personal, social and emotional development.
- Parents are welcomed by friendly staff who are approachable and available to talk to them about their children's progress on a daily basis. This ensures a good level of continuity in children's care and learning.
- Staff have worked hard since their last inspection, positively addressing the actions and recommendations raised. This supports their commitment and enthusiasm in developing their service further.

It is not yet outstanding because

- There is scope to make the outdoor area even more inviting and interesting to children, for example, by helping them to explore the natural world.
- There is room to extend the use of information, communication and technology equipment to develop children's very good learning further in this area of the curriculum.

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 spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journals, 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 with them.
- The inspector observed activities in the classrooms and observed children at play in the outdoor areas. A tour of the premises was also completed.

Inspector

Anthea Errington

Full Report

Information about the setting

Gateshead Jewish Nursery and Out of School Care is one of two provisions run by a trust. It opened in 2004 and operates from the premises of Gateshead Jewish School in a residential area of Gateshead, Tyne and Wear. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery serves the local area and is accessible to all children and there is a fully enclosed area available for outdoor play. There are currently 237 children attending who are in the early years age group.

The nursery employs 40 members of childcare staff, including the Head Teacher. Of these, all hold appropriate early years qualifications at level 2 and above. The Head Teacher and a senior member of staff also hold Early Years Professional Status. The Nursery and Out of School Care opens Monday to Friday from 9am until 4.45pm term time only. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and 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:

- enhance the use of the outdoors so that it is even more inviting and interesting to children so that they can have richer opportunities to investigate and explore the natural world
- develop further opportunities for children to use an increased range of information, communication and technology equipment to support their very good progress.

Inspection judgements

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

Children are happy and settled throughout the nursery as staff spend time getting to know them and their families. They are gradually developing confidence and independence as they receive plenty of positive praise when they achieve something. This is a reflection of the high priority given by staff members to supporting children's personal, social and emotional development. As a result, children make good progress in their learning. Staff observe each child's progress and ensure that they use this to motivate each child in their care. Planning is done on an individual basis each week. This means that children access

activities that continually build on what they know and can do, which supports them well in achieving the next steps in their development. Children with English as an additional language are well supported, their home languages are always placed in their rooms so communication is effective. Throughout the nursery there are Hebrew symbols as well as English symbols, which support children's emerging reading and communication skills well. Children with special educational needs and/or disabilities make good progress from their starting points as staff liaise with other professionals to ensure their needs are well met.

The staff team demonstrate a good understanding of how children learn, and provide interesting activities to support learning. For example, children bake bread to support and extend their understanding of the stories they enjoy and read. Staff effectively question and spend time with children, extending their thinking and providing suitable opportunities for them to explore and experiment. Children are making good progress in their communication and language skills and at circle time children display their confidence to speak out as well as listen to others. They confidently make links between the story of 'Sarah' read to them and the pictures displayed. For example, they recall how the cloud stayed above the tent and the candles were alight for a whole week. They discuss how in the desert the earth remains brown, whereas with rain and water the plants are green. This, in turn, enhances their learning about the wider world and of natural environments.

Children clearly love imaginative play and happily play together. They play make believe games in the well organised 'home corner' and use the various cooking utensils to support their play. Children do have access to some programmable toys, however, there are not as many opportunities to use information, communication and technology equipment. This means their very good skills in this area are sometimes not as well promoted as possible. Children love to sing and enthusiastically join in with staff as they join in recognised songs and rhymes. Staff skilfully encourage and support children in their counting and calculation skills as they identify how many 'green bottles' and 'currant buns' will be left as children act out their favourite songs. This provides children with good opportunities to develop their early mathematical skills. During craft activities children have good opportunities to develop their small motor skills as they skilfully use the scissors, with support from staff members. They discuss the shapes they make and discuss the various textures of the material provided. For example, the playgroup aged children use language such as 'soft and furry', or 'prickly' to describe the squirrels and hedgehogs they learn about in their autumn themed project.

Children learn about their own community as they regularly visit places of interests, such as the local park, farm and aquarium. In addition, visitors to their nursery, such as the local fire brigade, provide them with further opportunities to develop an understanding of the world and of people who help them. All of these accessible activities, together with the good level of support from the staff, prepare children well for their future learning.

Good working relationships are positively maintained between the nursery and parents. Parents spoken to at the inspection are extremely enthusiastic about the nursery and staff team. They state that their children's emotional needs are extremely well met, staff communicate extremely effectively with them and provide a caring and nurturing environment where every child's individual needs are considered and met. The completion of the 'progress check at age two' ensures staff have knowledge of children's progress,

and this is also shared with parents. Information is shared effectively with parents on a daily basis in the form of discussions, learning journals and noticeboards. Learning journals and weekly newsletters, as well as discussions, are used to inform and discuss ideas about how parents can extend their children's learning at home.

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

Children have developed warm, secure relationships with the staff team. They eagerly come into the nursery and separate from their parents and carers with ease. A key person system is in place and contributes towards staff gaining information from children and parents. This means children settle quickly, ensuring continuity between the nursery and their home environment. As a result, staff build up a secure picture of how to meet each child's individual welfare needs. Good ongoing working relationships with the local school also ensure smooth transitions as children continue their education. At all times staff members offer gentle reassurances, helping children feel secure in their care. They demonstrate a calm and consistent manner with the children, which in turn helps to ensure children behave well. For example, children are happy to share and take turns and listen politely to one another at circle time.

Staff in the nursery know the children in their group, therefore, children feel safe, secure and happy. Staff show a good awareness of how to ensure children are safe in their care. They show a secure understanding of maintaining a safe environment for children to play in and complete daily risk assessments, both indoors and outdoors. Timely reminders from the staff help children to understand how to keep themselves safe. For example, they remind them to walk and not run in the corridors to further ensure their own safety and that of others. Children are supported to use the range of resources, tools and equipment safely as staff guide them but enable them to take appropriate risk. For example, by using scissors to cut with, children demonstrate how to do so safely.

Children are learning how to cooperate and share with other children. Staff show a good understanding of how to manage children's behaviour and take account of children's differing stages of development to help extend their understanding further. This results in children being aware of boundaries and how their behaviour can affect others. The staff provide children with meaningful praise for their efforts and achievements both at nursery and at home. Children are proud of their achievements and this is celebrated very well in the nursery. For example, parents provide 'good deed' notes from home, which the children bring into nursery and share with their peers and staff members. This results in raising children's self-esteem effectively.

Children enjoy being outdoors and have daily opportunities to benefit from fresh air and exercise. They thoroughly enjoy the opportunity to visit the adjoining park and skilfully balance and climb on the apparatus available. However, there are sometimes not as many opportunities for them to explore and experiment using natural resources. This means their rapidly developing understanding of the world is sometimes not promoted as well as possible.

Children benefit from a range of foods that contribute towards a balanced diet and which also take account of their individual needs. Independence is promoted and the children have free access to the bathroom. Low level sinks have been installed into most classrooms, which aids their independence further as they can wash their hands and access drinks themselves. They demonstrate a good understanding of good hygiene practices as they independently select and use paper tissues and dispose of them promptly in the bins provided.

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

The head teacher and senior management team show a good understanding of the learning and development requirements of the Early Years Foundation Stage and use this well to support children's learning. Thorough effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make progress in all areas of learning. Staff observe and note children's achievements in a development record, which enables them to plan a suitable range of challenging activities based on children's interests.

A range of effective policies and procedures support children's safety and welfare in the setting. Robust procedures ensure the safe recruitment of suitable adults to care for the children. Children are safeguarded and staff have a thorough knowledge and understanding of the child protection procedures. They are aware of the steps to follow should they have any concerns about children. Risk assessments, along with daily checks, are conducted on the premises to ensure that any possible hazards are identified and minimised for children.

The head teacher has recently been appointed and she is monitoring staff members' ongoing suitability through annual appraisals. Regular team meetings provide staff with opportunities to discuss any relevant issues, in addition to sharing good practice. This gives the staff and manager a good opportunity to discuss any concerns about performance and any training and development needs. The setting welcomes the support they get from the local authority and have recently completed plans to ensure the continuous improvement of the nursery. Parents are also encouraged to take part in the self-evaluation process through regular discussions and the completion of questionnaires. Recommendations and actions made at the previous inspection have been fully met.

Positive good working relationships have been developed between the parents and the staff, this means that their children are fully supported. Good working relationships are in place with the local school and with some outside agencies, such as occupational health and speech and language specialists, which enhance the quality of support offered to children.

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

Unique reference number	EY282229
Local authority	Gateshead
Inspection number	819990
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	139
Number of children on roll	237
Name of provider	The Gateshead Jewish Nursery
Date of previous inspection	21/03/2012
Telephone number	0191 478 3723

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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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