

# Nurserytime Nursery School

84 Victoria Road West, Hebburn, Tyne and Wear, NE31 1LR

<b>Inspection date</b>	26/11/2013
Previous inspection date	08/04/2009

<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		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

- Teaching is excellent and children are motivated to learn as staff offer them challenging, varied and stimulating activities resulting from accurate and precise assessment and planning. As a result, children make rapid progress in their learning.
- Children thrive in a nursery where their needs are put first. The key person system works exceptionally well to encourage children to feel welcomed and valued. Key persons work very closely with parents and carers and children.
- Children's welfare is effectively safeguarded by staff, who have an excellent knowledge and understanding of how to protect children in their care.
- Parental involvement in children's learning is highly valued and impressively promoted through regular review meetings to discuss children's progress, comprehensive daily feedback and events offered by the nursery.
- Children's needs are quickly identified and exceptionally well met through the robust and effective partnerships between parents, other providers and external agencies.

## 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 talked to staff, children and parents
- The inspector observed the quality of teaching and adult/child interactions indoors and outdoors.
- The inspector looked at planning, assessment and tracking systems.
- The inspector looked at a sample of children's developmental records.
- The inspector checked staff records, including suitability checks, qualifications and training.
- The inspector looked at a sample of documentation, including policies and procedures, risk assessments and accident and medication records.

## Inspector

Nicola Wardropper

## Full report

### Information about the setting

Nurserytime Nursery School was registered in 2003 registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three privately owned nurseries run by the Nurserytime group. It operates from a two story self-contained premises in the residential area of Hebburn in Tyne and Wear and is managed and owned by a private partnership. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 14 members of staff. Of these 11 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 57 children attending in the early years age range. The nursery also offers care to children aged over five to 11 years. The nursery provides funded early education for 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:

- continue to extend the already excellent opportunities for children to climb to strengthen children's coordination skills even further.

### Inspection judgements

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

Children thrive and are well-motivated to learn in this high quality nursery. Staff have excellent skills and knowledge of the learning and development requirements. As a result, children's learning is extremely well enhanced. Children lead their own play and staff seek to discover what children are interested in and know how to plan meaningful and playful activities, which effectively supports their learning. For example, following a child's interest in dinosaurs a group of children visit a museum, look at books and create a large dinosaur structure, which children develop and thoroughly enjoy playing with over a number of weeks. Staff have high expectations for what children can do. This means that they provide excellent challenge for children. Staff successfully seize everyday opportunities to turn children's play into fun learning experiences. Assessments of children of all ages are clear, precise and sharply focused. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary.

Children make huge leaps in their personal, social and emotional development because of the nurturing and genuine care staff show them. As a result, children are gentle and kind towards each other. Staff plan the group welcome session and wait to ensure all children are present. This highly inclusive approach encourages all children to participate and they take turns to speak and listen, developing their communication skills. Children relate their play to real life experiences and staff are skilled at using discussion to draw out areas of interest for each child. For example, the role play area is a tea room following a child discussing their interest in visiting a cafe with family members. Children show great excitement at group time as they wear the 'recall glasses' and enthusiastically tell other children about what they have enjoyed playing with and about events in their home life. This encourages all children to participate and they take turns to speak and listen, developing their communication skills. Staff provide an extensive range of open-ended resources in the outdoor and indoor area which are easily accessible. This enables children to make independent choices and encourages their creative and critical thinking. For example, outdoors children use a range of blankets and materials to make dens. Children have access to a wonderful range of mark making and creative resources which they can access at any time. The nursery 'Art Studio' is very well resourced and children chose materials to be creative and imaginative. For example, children independently chose materials, such as, shiny paper, glitter and cotton wool to make winter pictures. They relish the opportunity to take their learning outdoors. Staff relate conversations to past and forthcoming events in children's lives, such as reminding them when they built a snowman last year. One child relates this experience to the time of year, for example, 'It snows and when it's Christmas I can build a snowman'.

Children have a gardening area where they grow different herbs, potatoes, lettuces and strawberries. The results of their efforts are cooked and enjoyed in nursery. Children learn about different traditions and cultures in varied and thoughtful ways. For example, one member of staff is from Greece and she shares her language and culture with children and they enthusiastically enjoy singing and counting in Greek as well as English. Staff and children have also made a book all about Greece, which they thoroughly enjoy looking at and sharing together. Staff interweave discussions and activities about other cultures, with more traditional occasions, such as, Remembrance Day, Halloween and Bonfire Night. This enables children to realise the equal importance attached to traditions for different communities and teaches children to appreciate the diversity of their immediate and wider community. Children's learning is further supported through use of the computer and interactive board, where they search for images and explanations to inform their innate curiosity. They learn about recycling products and what they can do to help care for their community and the wider world. Children independently access the computer at other times and show confidence in their ability to manipulate the mouse and navigate the screen. Children have access to high quality continuous provision, such as, sand, water, paint, role play and construction materials. As a result, they have extensive opportunities to develop their own ideas about their play. Children are active learners who dance and sing to action rhymes, demonstrating how well they know them as they perform the actions. Staff promote children's rapidly developing language and mathematical knowledge superbly as they interact with them during their play. For example, young children count to four confidently during a cooking activity and older children are beginning to recognise numbers to eight during welcome time. Consequently, all children make very rapid

progress and are skilfully prepared for the transition to school.

Parents engage with their children's learning in a variety of ways. Information about starting points is gathered from parents, as well as through staff observations. Parents are encouraged to have ongoing input through the use of 'Wow' certificates that celebrate children's successes at home and nursery. Display boards throughout the nursery support parents in understanding the Early Years Foundation Stage and how children learn through play. Each child has their own learning journal containing detailed observations and photographs, which very clearly shows the next steps in their learning and the very good progress they are making. Parents can access and contribute to their child's learning journal at any time and receive regular progress reports. These cover all seven areas of the Early Years Foundation Stage, so that parents receive a complete view of their child's learning. Weekly plans are also shown on the parent noticeboard and a display board is completed each day to tell parents what activities children have been involved in. The nursery has its own website and newsletters that offer news, advice and information. Parents are invited to accompany their child on the numerous outings arranged for children. These measures ensure that parents are offered many opportunities to contribute to their children's learning. The nursery has implemented the 'progress check at age two' for children and shares these with children's parents to ensure their comments are included. The reports describe in detail the progress children have made to date, which means they can be used to inform the health visitor check. This demonstrates the conscientious approach the nursery takes to partnership working.

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

Staff create extremely warm and secure emotional attachments with their key children and this is clear in the caring relationships observed. The importance of the key person role is recognised by staff who sensitively support children's emotional welfare. Together with the comprehensive knowledge each key person has of children and their families, children flourish and grow in confidence. Staff have developed a 'buddy system' where a named second key person for each child ensures children's emotional and learning needs are equally well met in the key persons absence. This offers them excellent consistency in their learning. Children benefit from a gradual introduction to the setting based around their individual needs. During this time, children are observed, which helps children settle and staff plan for their initial learning. Parents provide detailed information prior to children joining the nursery, so that staff have comprehensive information with which to support children's progress. Staff encourage children to understand that everyone is their friend at the nursery and they promote an inclusive attitude. Children relish linking with their 'friends' at the other two sister nurseries via internet conversations and through sending and receiving letters and pictures.

Young children and babies have times of calm, comfort and relaxing sensory experiences. Babies and young children show their curiosity as they explore and investigate treasure baskets containing a wide variety of open-ended natural resources and materials, using all of their senses. For example, one child smells a small bag of herbs, deeply engrossed and fascinated in the experience. Babies also show excitement and anticipation as staff take

objects out of the bag and have great fun joining in with singing and action rhymes. This helps to support early language development. Babies' personal care needs are continually met and staff use nappy changing time as an opportunity to chat and sing, providing lots of positive facial expressions and eye contact. This encourages and nurtures children's trust and feelings of security. Children sleep and rest when they are tired and staff follow their home routines. This meets children's individual needs and supports their well-being extremely well. Procedures for the intimate care of children are effective and protect both staff and children. Key persons have an excellent understanding of the level of support needed by individual children for self-care and personal hygiene, providing a consistently high standard of care. Children demonstrate extremely good manners and are polite to adults and one another. This is because they learn from the delightful role models they have in staff working at the nursery. For example, at lunchtime they say 'please' and 'thank you'. This helps children learn about good behaviour. Children collect their own plate, cutlery and cup and clear away after they have eaten. This develops their independence and manipulative skills. Children's good health is comprehensively promoted through the provision of nutritious meals and snacks that are cooked on the premises. Staff sit with children as they eat their healthy lunch of homemade tuna fish cakes and fresh vegetables and encourage them to enjoy such occasions as a sociable experience. Snacks are healthy and children have independent access to water during the day. This promotes children's awareness of how to keep themselves healthy. Information regarding food allergies are clearly available to all staff to protect children's health and well-being. There are many opportunities for children to develop independence and self-help skills, such as washing hands before lunch and brushing their teeth and washing their faces after lunch.

Children are able to keep themselves safe because staff encourage them to take manageable risks. Children are very clear about the boundaries set and the expectations of staff and respond to these cooperatively. They develop an increasing awareness of their own and others' safety. Children use resources safely indoors and outdoors, showing an excellent regard for their welfare and that of their peers. For example, when using scissors to cut. A comprehensive range of policies, procedures and permissions from parents further protect children's welfare and support their physical and emotional well-being. These are reviewed regularly or as needed, to ensure that they meet the needs of children who attend. The resources indoors and outdoors are particularly well-arranged to develop children's independence and offer them autonomy in their play. The indoor space is large, light and airy and children move around the room with ease, showing familiarity in the environment. Children really enjoy exploring the outdoors, which offers many opportunities to support the development of their physical skills. Although, there are excellent opportunities for children to climb on large equipment in the nearby park, there are less opportunities in the nursery for children to practise their climbing skills.

The parent noticeboard displays a broad range of information about nursery activities and other details, including information about local services and amenities for families. Information about the Early Years Foundation Stage and the current topics that children are learning about are also shown. A regular newsletter keeps parents informed about current nursery news and forthcoming events, such as Christmas events, which they and their child can become involved in. Informal chats at drop off and pick up times offer parents a relaxed opportunity to hear about their child's time at the nursery. This means

that parents are very well-informed about their children on a daily basis.

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

The manager is passionate about her role and this inspires other staff in the team. Her enthusiasm is equally matched by her professionalism and determination to ensure children achieve the very best in their time at the nursery. The manager values her team and ensures they feel appreciated. Leadership is motivating and the leadership team has the highest aspirations for quality and the ongoing development of this well-established nursery. As a result, staff are extremely enthusiastic, motivated and their morale is high. Comprehensive systems practised by vigilant staff ensure that children are exceptionally well-safeguarded in the nursery. The policy for the use of portable devices with cameras on the premises is clear and widely understood and visitors are reminded of the need to comply with this policy. Robust recruitment and induction arrangements are in place and all staff have completed thorough background checks. This ensures that staff are suitable to work with children. All staff hold appropriate qualifications and have a very clear understanding of their roles and responsibilities. Consequently, children are kept safe and receive exceptionally high quality learning experiences. Children's welfare and well-being are exceptionally well promoted because there is a comprehensive awareness of safeguarding issues among the adults in the nursery, all of whom receive regular training on safeguarding. Robust policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. All staff know what steps to take if they are concerned about a child and know who to contact for additional support and advice. Comprehensive risk assessments and thorough daily checks of the indoor and outdoor environments ensure that the nursery is safe for children who attend.

The leadership team have an extremely clear understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress. Staff have an excellent understanding of how young children learn and develop. They work very hard to deliver educational programmes, which meet the requirements of the Early Years Foundation Stage. This results in activities and experiences which captivate children and stimulate their interest. Children make excellent progress as a result and gaps are closing exceptionally quickly. Teaching in the prime areas of learning is given the highest priority as the manager recognises their importance in providing children with a firm foundation for their learning and enabling them to be ready for full-time school. Audits of children's learning journals ensure that the high quality practice is consistent amongst all staff. This helps all children to make excellent progress in all areas of learning and development. High quality systems for professional supervisions are in place, based on one-to-one meetings and appraisals with the leadership team. Staff are regularly observed by the manager and her deputies to ensure their practice is of high quality at all times. Peer observations are consistently undertaken to help staff to share knowledge and expertise and learn from each other, which ultimately enhances the quality of teaching and learning. As a result of regular observations,

strengths and weaknesses of staff practice are identified and they are supported to improve their practice through professional development plans and training. The leadership team monitors the quality of teaching and practice by frequently observing practitioner's interactions with children. This ensures very high standards of care and education are offered within the nursery as a whole. Self-reflective practice has become embedded within the nursery's practice through completion of the local authority quality assurance scheme. Through this process the manager sets achievable goals that can be met within realistic timescales. Strengths and weaknesses are clearly identified and action plans are regularly updated to secure continuous improvement. This enables staff to provide the best possible learning outcomes for all children. Recommendations from the previous inspection have been comprehensively met and have brought about notable improvements in practice within the nursery. The nursery environment is currently undergoing further developments to make improvements to the already excellent learning environment.

Partnerships with external agencies and other professionals are excellent. The manager and staff work exceptionally well with other professionals, such as portage workers to use targeted interventions to meet the specific needs of individual children. Qualified teacher support is received from the local authority, which further strengthens the staff team. Parents spoken to praise the nursery highly for its supportive and homely approach to building partnerships with them and the rapid progress their children make while there. A variety of formal and informal opportunities are provided for parents to receive information about their children's learning, including written reports and regular meetings with key persons. Consequently, parents are exceptionally well-informed about their children's development. The nursery also organise fund raising events, which parents can be involved in. The nursery effectively demonstrates an 'open-door' partnership with parents, in order to maintain high standards of care and learning, through listening to their views. Transitions for children from the nursery to school and other settings are smoothly managed due to close partnership working, including passing on detailed information about children's progress. The nursery work in partnership with parents at these times, which means both parents and children are reassured at times of change, enhancing emotional well-being. This ensures children's needs are quickly identified and exceptionally well met through excellent partnerships between the nursery, parents and external agencies.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY268207
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	877609
<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>	47
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Mr John & Mrs Susan Brown Partnership
<b>Date of previous inspection</b>	08/04/2009
<b>Telephone number</b>	0191 430 1643

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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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