

Tynemouth Nursery at the Academy

Tynemouth Nursery, Hawkeys Lane, NORTH SHIELDS, Tyne and Wear, NE29 0SF

Inspection date	17/01/2014
Previous inspection date	16/09/2008

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

- Teaching is good and staff use observations and assessment well to plan for children's next steps in their learning. Consequently, they make good progress in relation to their starting points.
- Children are happy and settled and enjoy coming to nursery. This is because staff value and engage children in what they do to develop their interests and support their individual needs effectively.
- Leadership is clear and strong and is committed to high quality.
- Partnership working with parents is highly valued and promoted well through regular opportunities to share children's progress and stimulating events offered by the nursery.

It is not yet outstanding because

- Opportunities within the learning environment for children to think creatively and critically is not maximised to its full potential.
- Occasionally, children's enthusiasm for being curious is interrupted within the boundaries of the routine.

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 talked to the manager, registered persons, staff, children and parents.
- The inspector observed the quality of teaching and the interaction between adults and children, 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

Tynemouth Nursery at the Academy was registered in 2009 and is on the Early Years Register. It is situated in purpose built premises in the North Shields area of Tynemouth and is one of seven nurseries managed by the Tynemouth Nursery Group. The nursery serves the local area and is accessible to all children. It operates from within the grounds of Queen Alexandra Sixth Form College and there is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above and three at level 2. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 48 children attending who are in 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 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:

- maximise opportunities to deepen children's learning and already good progress even further by extending the use of open-ended resources in the indoor and outdoor environment to support their critical and creative thinking
- ensure children's enthusiasm for being curious is not unnecessarily interrupted by restrictions, such as turn taking.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and as a result, children are well supported in their learning and development. Staff meet with parents before children start in the nursery to complete a baseline assessment. They gain information from them about their children's care and learning needs, which they use to inform care routines and starting points for planning. This helps staff to effectively plan activities relevant to individual children's needs and interests. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. The progress check at age two is fully understood by staff who successfully report on how each child is progressing and share this with parents. Staff routinely track all children's progress and record their achievements. Subsequently, all children, including those with English as an additional language, are making good progress given their starting points and capabilities.

Staff have a good understanding of how young children learn and successfully provide opportunities for children to be active and motivated learners. Children concentrate for a long time. They confidently follow the actions of a familiar story, demonstrating this is one of their favourites. Staff promote children's communication skills well. Older children build confidence in speaking in circle time by sharing what they enjoy doing at the weekend with their family. Staff encourage children to take turns to speak and listen to each other's news. Consequently, children learn to sit and listen attentively, which promotes their communication skills. Younger children enjoy listening to a story snuggled up with their key person. As a result, children form positive attachments and develop good communication and language skills. Staff effectively encourage babies' and toddlers' early communication by responding positively to their babbling and chatter as they delight in the sensation of exploring paint with their hands. Staff repeat sounds back to the babies as they tentatively investigate the paint. Children express how the paint feels on their hands and skin by making 'ahhh' sounds and giggling. Staff support children to explore the paint further by praising their efforts and achievements while joining in with their play. This helps to build children's confidence and self-esteem. Staff help develop children's awareness of their physical development. For example, they explain how squashing and manipulating a piece of dough in their hands helps to exercise and 'warm up' their muscles to help them do 'good writing'. This helps support fine motor development for writing skills, in preparation for the next stage in their learning. Staff encourage children's early mathematical skills well. They help children count and support their understanding of quantity, such as 'one more'. Staff provide good opportunities for children to gain an awareness of size and use their knowledge and teaching skills to help children problem solve and play cooperatively. For example, children work well together to work out how to build a tower of bricks 'higher' without it falling down. Children are curious and motivated to learn about how things work and the use of technology. For example, staff help support children in how to use a computer mouse to 'click' on a picture. However, occasionally children's enthusiasm for being curious is interrupted within the boundaries of the routine, for example, when turn taking with the computer. Younger children's understanding of how things work is encouraged through a range of 'cause and effect' toys. Children use their imagination skills well from subjects that interest them. For example, younger children engage in imaginative play in the home corner, stirring pasta in a pan 'making the tea.' Outside older children create 'soup' for a giant from soil and water. Children enjoy exploring messy and creative play activities, such as, painting and playing with dough and there are good opportunities for children to make marks throughout the whole learning environment. This helps to support children's early writing skills and helps them to be ready for school life.

The nursery has built excellent relationships with parents and staff are committed to involving parents in their child's learning. Parents are very well informed of the progress their child is making and how they can further support their child's learning at home. For example, children take homework home and have the opportunity look after a toy bear for the weekend. They are also involved in their child's learning by contributing photographs and home observations to their children's learning records, which they have access to at all times. As a result, children feel settled at the nursery while sharing their experiences from home. Parents are regularly kept up to date with their child's progress by receiving regular summary reports on their child's stage of development and the next steps in their learning. Parents' views are sought and readily responded to. For example, parents have

opportunities to complete an annual questionnaire. As a result, parents feel valued and listened to. Parents spoken to on the day of inspection highly value the service that is offered and are very complimentary about the supportive and approachable staff that are 'like an extended family.' Parents spoken to also report that they are 'very happy' with the progress their child is making and they 'can't praise the nursery higher'.

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

The key person system is strongly established, which means children form secure and trusting attachments with their key person who meets their individual needs well. Children and their families are warmly greeted and consequently, children separate with ease from their parents and settle well, happy to explore the nursery environment. Staff are kind, attentive and form very good relationships with children and families. This results in, children forming close bonds and attachments with the staff. Once a month the nursery invite parents to eat breakfast with their children. Parents highly value sharing this time with their children and consequently, gain a greater understanding of what their child enjoys eating at nursery and introduce these foods at home. Staff work closely with parents to ensure that children's well-being is given high priority and therefore, their emotional needs are well met. Children who have special educational needs and/or disabilities are equally well supported. This ensures their individual care and learning needs are met. Care routines and nappy changes are managed respectfully and efficiently to ensure children's comfort. This means that staff meet children's welfare and well-being requirements well. There are good arrangements in place to help when children move from the baby and toddler room to the pre-school room. This ensures that staff can help these children to settle quickly.

Children understand expected rules of behaviour and listen carefully to instruction. This is because staff are good role models and promote clear and consistent messages. As a result, children have high self-esteem and are well behaved. For example, children readily respond when staff ask them to line up to go outside. This shows their understanding of regular routines. Staff gently remind and support younger children to tidy up, offering praise and encouragement for their efforts and achievements. Children are eager to help with tasks. For example, they put their hands up enthusiastically to be a milk or fruit monitor. Consequently, children have a willingness to join in, gain positive self-esteem and develop an understanding of responsibility. Children are learning to stay safe as staff help them to understand the dangers around them. For example, they remind children to 'be careful' as they climb on a chair to reach the tower they are building. Staff praise children for their achievements. They use positive language, such as 'well done'. Children's work is displayed around the nursery and is shared with parents. This enables children to feel proud of their achievements. Children have access to fresh water daily through water machines in each room for children to help themselves. This promotes independence skills and ensures children are kept well hydrated, which aids health and learning. They develop a range of skills, which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they should wash their hands before eating, 'to get rid of the germs.' The nursery cook provides freshly cooked nutritious meals, which children thoroughly enjoy. Mealtimes are sociable occasions where all children are

encouraged to help serve their own food, supported by staff. This helps to develop their independence and fine motor skills by using serving implements. Children are kept safe and their needs met as records of each child's dietary needs is clearly displayed and checked before food is served, to ensure these are addressed appropriately. Staff follow babies' home routines, which mean that they sleep and eat according to their individual needs. As a result, their emotional and care needs are met and they form secure attachments with their key person.

Outdoors, opportunities for children to use and develop their physical skills to climb, crawl and slide are provided by a piece of large climbing equipment. Children learn how to negotiate space by controlling wheeled vehicles and running. Babies and toddlers enjoy outdoor play in their own dedicated space. Staff ensure that all children have daily access to fresh air and physical exercise all year round. For example, children comfortably enjoy outdoor play in the rain as they wear waterproof outfits to go outside. Children learn about the natural world around them and consequently, learn how to care for living things. For example, they regularly feed the rabbits and let them out of the hutch to run about in the fresh air. Children help to grow plants and herbs in the outdoor area. Children play and learn in a safe environment as staff complete daily safety checks of the indoor and outdoor play areas. Children have access to a wide range of resources within the whole learning environment. However, there are less open-ended resources available that offer opportunities for children to think creatively and critically and engage in deeper level learning. Staff deploy themselves very well within the indoor and outdoor environments to ensure that children are supervised and kept safe. Staff follow appropriate procedures to deal with any accidents appropriately and ensure children are reassured. Robust medication procedures are in place to help staff ensure children are kept protected.

Staff work very sensitively with children and parents during all transitional times for children. They keep parents fully informed and ensure that the new key person has a clear understanding of the child's prior skills, knowledge and understanding. These moves are discussed thoroughly with parents to ensure that children continue to feel safe and secure. Similarly, children are well supported by staff to move on to other settings. Key persons offer to accompany parents and children to local schools and settings to enable children's move to school to be a smooth and positive experience.

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

The leadership and management of the nursery is highly effective. The nursery is one of seven owned by the same provider. The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are very well met throughout the nursery, as the leadership team has a clear understanding of their responsibilities in meeting these. Staff demonstrate they are confident in their knowledge and understanding of safeguarding procedures, which supports them in protecting children in their care. For example, they understand the policies and procedures for safeguarding children and are aware of who to contact should they have a safeguarding concern. Risk assessments are robust. They are reviewed on a daily basis and highlight any hazards,

which enable the nursery staff to put preventative measures in place. For example, radiators have covers on them preventing children from having direct access to them. Staff deploy themselves effectively to ensure adult to child ratios are maintained efficiently both indoors and outdoors. Daily safety checks are carried out by staff to check the outdoor area is free from hazards. Written risk assessments are carried out regularly and consequently, the environment, equipment and activities are safe and suitable for children. Staff supervise children well and are alert in ensuring that children stay safe. For example, doors are secure and only authorised persons enter the building. Children are kept safe because recruitment and selection procedures for vetting and assessing the suitability of staff are robust and implemented. This is followed by an in-depth induction for all new staff to ensure they are up to speed with current requirements and good practice. As a result, children are cared for and supported very effectively in their learning.

The leadership team demonstrates a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. They also demonstrate a secure understanding of their responsibility in monitoring the educational programmes and how children learn. This is evident as children have access to a broad range of experiences and activities within the nursery that cover all seven areas of learning and as a result, make good progress. The owners and area manager regularly visit the premises and act as positive role models to other staff, implementing good practice and identifying areas for further development. Staff have regular training opportunities both online and through practical sessions. This, along with supportive supervisions and appraisals, promote staff's professional development. An effective programme of professional development has been quickly established to help staff further improve their knowledge, understanding and practice. For example, the leadership team has introduced 'Outstanding files' to encourage staff to continuously reflect on and evaluate their own practice. Staff undertake statutory training, such as, safeguarding and paediatric first aid. This means that children's emotional and health needs are effectively met. They meet regularly as a team to discuss aspects of the nursery, educational programmes, share ideas and views and evaluate their own practice. This helps to promote consistency in their approach and ongoing improvements. The leadership team is reflective and strive for high quality. They continuously evaluate the provision to identify aspects they could improve. This is evident as they have responded to all previous recommendations and made improvements. These improvements result in positive outcomes for children's learning and progress. The nursery has developed an effective self-evaluation process, which effectively highlights strengths and areas to improve in the nursery. The leadership team are committed to self-improvement and value the importance of seeking suggestions and ideas from staff and parents.

Partnership working with parents is highly valued and staff make every effort to ensure that parents are well informed of their child's learning and development at all stages. For example, daily diaries, supported by verbal discussions at the beginning and end of the day, keep parents informed of how their child has been and what their child has been playing with. The nursery is highly committed to continuously developing partnership with parents and this has been successfully achieved by parent representatives, providing an informal parents meeting room and regular breakfast clubs and social meetings, which parents regularly attend. The nursery has good partnerships with other professionals and supporting agencies, such as, the speech and language and visual impairment team. This

enables them to support families and children, ensure children receive additional help quickly and that everyone is fully included in the nursery. Leaders and managers work with the local authority development workers to identify further areas for development. They have made improvements to practice by addressing the areas identified at their last inspection. These well-established partnerships with relevant professionals ensure any children falling below their expected level of achievement are fully supported. Where appropriate, outside professional help is sought to ensure all children are included and aided to achieve to 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	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

Unique reference number	EY375836
Local authority	North Tyneside
Inspection number	858328
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	48
Name of provider	Tynemouth Nursery Group Limited
Date of previous inspection	16/09/2008
Telephone number	01912 581 662

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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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Store St
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M1 2WD

T: 0300 123 4234
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