

Tynemouth Nursery Group @ N.T.C.

North Tyneside College, Embleton Avenue, Wallsend, TYNE AND WEAR, NE28 9NJ

Inspection date	13/03/2014
Previous inspection date	29/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
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 make good progress in all aspects of their learning and development. They are supported well by staff who extend children's learning through well-planned activities and experiences.
- Observation and assessment systems are effectively monitored. As a result, of this consistent and accurate tracking every child makes good progress, according to their varying levels of ability.
- Partnerships with parents are strong. The information they provide about their children contributes significantly to the staff's success in accurately planning for and meeting each child's needs.
- The manager and her staff team have a very good understanding of the safeguarding and welfare requirements and take all necessary steps to keep children safe and well.

It is not yet outstanding because

- Occasionally, the organisation of story time does not fully engage all of the children and they miss the opportunity to further develop their already good listening and attention skills.

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 observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at a selection of policies, children's records, planning documentation, observation and assessment files.
- The inspector spoke to the provider, the manager, staff and children throughout the inspection.
- The inspector took account of the views of parent's/carers spoken to on the day.
- The inspector carried out a joint observation with the nursery manager.

Inspector

Pamela Nield

Full report

Information about the setting

Tynemouth Nursery @ N.T.C opened in April 2004 and is part of the Tynemouth Nursery Group Limited. It is registered on the Early Years Register and both parts of the Childcare Register . The nursery is run on behalf of North Tyneside College and operates from a building within the grounds. The nursery serves college staff and students as well as families in the surrounding areas. The nursery opens five days a week from 8am until 6pm. It operates all year round except on bank holidays and for a week at Christmas.

Children attend a variety of sessions, they are cared for in three rooms and have access to an enclosed play area. There are currently 42 children on roll, of whom all, are in the early years age range. The nursery offers 'Care to Learn' places. Children with special educational needs and/or disabilities and for whom English is an additional language are supported. The nursery employs nine members of staff, six of whom hold qualifications at level 3. The nursery benefits from local authority support.

What the setting needs to do to improve further

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

- review and reflect on the organisation of story times to ensure all age groups gain as much as they can from this experience.

Inspection judgements

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

The quality of teaching and learning is good. This is because staff understand the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, all children, including those with special educational needs and/or disabilities, are making good progress in their learning and development. Children enjoy attending and eagerly engage in the variety of activities provided by staff. They become confident and independent learners, able to organise their own play and to concentrate very well at their chosen tasks. Staff collate information from parents on induction about their child's interests, care needs, routines and development. This information is used to plan purposeful play for the individual child. Staff regularly assess children's learning through observations of their play. These assessments are then used well to identify the next steps in each child's learning and inform the planning of future activities. This helps to ensure they are meaningful to children and reflect their stage of development. Parents have access to children's learning journals and are encouraged to share their observations of children's developing skills and abilities with staff. The required progress check at age two is completed for each child. Parents are actively encouraged to contribute to this process.

Children have a good balance of adult-led and child-initiated activities. For example, they take part in free play as well as planned group activities. They actively choose where they want to play and what they would like to do. As a result, children are happy and enjoy the time they spend in the nursery. They quickly become involved in the activities available to them. Teaching is generally very good and sometimes outstanding. However there is a wide difference in the age of the children in the room for two- to five-year-olds. This means that occasionally whole group teaching does not fully support all children's learning needs. For example, a lovely story time, delivered as a whole group activity, can be too large a group for two-year-olds. They struggle to concentrate and listen to the story which has a negative impact upon their developing concentration, listening and understanding skills. It also impairs the enjoyment of story time for the older or more able children. Staff teach children well by using a variety of methods. For example, they introduce topics that stimulate children's interests and imagination. The children are then supported to investigate and explore subjects, resulting in a deep, high level of learning. For example the children have recently been introduced to recycling. They have been supported to make a recycling box and use this to store and categorise materials such as tins, paper, cardboard and plastic. This provides children with practical opportunities for them to discuss identify and categorise the properties of different materials. Thus, these rich opportunities enable children to learn about the world around them and their part in protecting the environment. Children use the outdoor area well. They have lots of space to enable them to move freely. Objects of an appropriate height are available for the children to climb on, climb over and jump off. This enables them to meet physical challenges, supporting them to increase their confidence and enjoy physical activity. The children are being well supported to develop responsibility and understand the needs of others as they care for nursery pets. Children have recently made bird feeders, using a variety of seeds and lard. They have been hung on the fence around the outdoor area of the nursery. Children happily discuss the birds they have seen, they have made 'binoculars' which they use to observe the birds from a distance. Photographs of these activities have been put into a home-made book which the children are very proud of. They use it to recall previous learning. An activity which supports their language development and helps them in gaining a secure understanding that print carries meaning. Children count regularly as they line up to go outside to play and as they set the table for lunch. They use mathematical language in practical activities. For example, staff skilfully question children to encourage them to look closely at the dinosaurs they are unpacking from a box. Consequently, they begin to categorise them by size, shape, those that have spikes and those that do not. These activities promote valuable skills children require in readiness for school.

A baby thoroughly enjoys rolling a ball to a member of staff and she screams with delight when the member of staff rolls the ball back. She is encouraged to reach for the ball and push it hard enough to roll back to the adult. The baby is supported effectively to learn about turn taking as the adult says 'One, two, three', before she rolls the ball back. A lovely bubble blowing activity is also observed with two-year-olds. Through the well-planned provision and with support from the staff who join in, children learn. They initially listen, then watch a demonstration before they participate in the fun-filled physical activity. They blow many bubbles and chase after them to make them 'Pop'. The children are very enthusiastic and confidently take part. Babies and young toddlers are supported well to begin to show interest and curiosity in the things they see, hear and touch. For

example, staff provide gloop on a table top and offer spoons and other tools to enable them to make patterns. Children become fascinated as they watch when staff playfully gather the gloop and let it pour slowly from above. The gloop falls in a slow flow which the toddlers reach out to catch. These interesting activities, as well as painting and playing with a variety of treasure baskets, encourage children to explore and experiment. Consequently, children are supported effectively to become active learners. Staff spend lots of time with the toddlers looking at books. They name things they can see and sing songs with them, which successfully supports children's early communication. Children enjoy lots of opportunities for outdoor play, using a varied range of equipment to promote their physical development. They children enjoy regular outings in the local area, including visits to the local library and park area.

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

Children have warm, secure relationships with the adults who care for them. This is supported through the implementation of a key person system. All key persons work very effectively in partnership with parents. This ensures children receive the support they need when they first attend the nursery. For example, they gather valuable information from parents about their children's background, interests and abilities. This information supports staff to plan activities and experiences that interest children during settling in visits. It is then used effectively to identify each child's starting point. Therefore, staff quickly begin to tailor learning experiences to children's interests and abilities. This makes for a very good transition from home to the nursery. When children are ready to move to new rooms, parents are informed so that they know what to expect. Staff accompany the children to their new room and stay with them till they feel secure in their new environment. This helps to make the transition less stressful. Children's move to other provision is extremely well-supported as staff prepare them through discussions about what to expect. They also prepare children very well by effectively enabling them to develop their self-help skills. The nursery is very well resourced and organised indoors with a wide range of equipment to challenge and interest children. The resources are easily accessible which enables children to make independent choices.

Through playfulness staff create a warm, friendly atmosphere in which children feel safe and secure. This is evident as children confidently approach staff to initiate conversation and to seek support and reassurance. Children learn to behave in ways that are safe. This is enhanced through excellent opportunities to play and explore the outdoor environment. Children use resources with care and help to tidy away toys after use. Any conflict situations that arise are handled sensitively and calmly by staff. Children learn to share resources with support from staff. For example, children are encouraged to take turns as they share an interactive book with a member of staff. All children experience physical exercise outside where they have space to expend their energy and enjoy fresh air. Quieter activities are included in the daily routine. These help older children recharge their energy levels and enable babies and toddlers to have a nap after their lunch.

Children gain independence as they attend to their own personal care and hygiene needs. They competently pour their own drinks and master the use of serving spoons as they serve their own lunch. The children also competently use knives to cut and slice the fruit

for snack time. Staff teach children about healthy eating and help them understand why they need to wash their hands regularly. During lunch time children chat happily with the staff and each other and learn good social skills. Young toddlers are supported very well as they learn to feed themselves and try new tastes and textures. Children learn about keeping safe as they regularly take part in fire evacuations. Consequently, they know what they have to do in an emergency. They understand how to keep safe indoors as staff reinforce safe practices, such as not running in the playroom.

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

The provider and manager have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. The provider and manager ensure safe recruitment of any new staff and students. For instance, all staff are suitably vetted through Disclosure and Barring Service checks and regular visitors to the nursery are supervised efficiently. This helps to keep children safe from harm or abuse. The induction of staff and students covers all pertinent areas. These include child protection issues, health and safety matters and meeting children's needs. As a result, the provider and manager are confident in the practice of the staff from the start of their employment or placement. All staff demonstrate a good understanding of child protection and safeguarding. They confidently describe the signs of abuse and neglect and understand the procedures to follow if they have any concerns about a child. This includes mobile phone use and the witnessing of inappropriate behaviour by members of staff, or any other person working with the children. Policies and procedures are in place to promote children's safety and welfare effectively. Staff complete thorough risk assessments of the premises and outings. As a result, any potential risks are identified and children are kept safe.

The manager has a secure knowledge of the learning and development requirements for the Early Years Foundation Stage. She carries out regular observations of staff practice and monitors the educational programmes to identify what needs to be further enhanced. This enables her to address any specific areas of support identified in staff practice. Termly supervisions help to identify staff training needs. As a result, staff remain motivated to deliver good quality learning opportunities, which help children make best progress. The manager understands the importance of listening to staff's views with regard to improving their practice. Staff identify an area of their own practice or understanding they would like to develop further. They carry out research, access training opportunities, hold discussions with other professionals. As a result, they implement changes to their practice, which enhances the quality of their provision. For example, a staff member has developed sensory play opportunities through the introduction of treasure baskets and sensory bags. This has given staff autonomy and has had a positive impact on staffs' own professional development.

Parents are warmly welcomed and the staff operate an open door policy. There is a Parent's Board, with volunteer parents. They represent parent's views about the nursery and work with the management team to develop a sense of community. Staff provide

opportunities for parents to become involved in their children's learning through the sharing of children's learning journals. Staff also encourage parents to note down information about their child's interests and any developmental progress they have noticed. Parents and carers comment positively about the staff team, their approachability and how they feel confident that their children are safe, cared for and developing well. The nursery has good links with local schools and other settings children attend to provide a shared approach to children's learning and development. The management team demonstrate a good understanding of how to improve the provision. They have worked to enable the development of a culture of reflective practice and self-evaluation within the staff team. Recommendations from the previous inspection have been addressed. For instance, staff know their children very well. They consistently use this knowledge to provide a range of high quality learning experiences and activities to ensure those needs are met. This demonstrates the setting's ongoing capacity for continuous development.

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

Unique reference number	EY277702
Local authority	North Tyneside
Inspection number	877678
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	42
Name of provider	Tynemouth Nursery Group Limited
Date of previous inspection	29/11/2011
Telephone number	0191 2638534 0191 2581662

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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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