

Nesham Private Nursery

Nesham Place, Houghton le Spring, Tyne and Wear, DH5 8AE

Inspection date

13/03/2014

Previous inspection date

17/09/2008

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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

- Leadership is inspirational with a strong drive to continuously improve. All staff embrace reflective practice and work closely together to constantly monitor and evaluate the provision.
- Staff have an outstanding knowledge of the Statutory framework for the Early Years Foundation Stage. Staff are extremely skilled in using a wide range of different teaching and learning strategies to promote children's development.
- Children make excellent progress in their learning, this is because of the precise assessment and planning in place for each individual child.
- Detailed information is shared with parents, ensuring they are fully informed and involved in their children's learning and progress. Partnerships with other providers and agencies are strong and support successful transitions and the effective sharing of information.
- The excellent range of accessible resources and equipment offer a highly stimulating and rich environment for the children. This results in successfully capturing children's ongoing interests, to explore, investigate and become active learners.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the management team of the provision.
- The inspector conducted a joint observation with a member of the management team.
- The inspector observed activities in the three playrooms and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Melanie Vincent

Full report

Information about the setting

Nesham Day Nursery opened in November 2001. It operates from three playrooms in a single storey building. There are enclosed areas available for outdoor play at the front and rear of the premises. It is located in the Houghton-Le-Spring area of Tyne and Wear.

The nursery is open each weekday from 7.30am until 6pm for 52 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting receives funding for the provision of free early education to children aged two-, three- and four-years-old. There are currently 79 children aged from three months to five years on roll. Children attend for a variety of sessions. The nursery employs a cook and 22 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 6. One member of staff also holds Early Years Professional Status.

What the setting needs to do to improve further

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

- continue to promote the excellent opportunities for children to develop their independence and understanding of social skills, for example, by encouraging them to practice their skills in serving themselves at lunchtimes.

Inspection judgements

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

The staff team have an outstanding knowledge of the Statutory framework for the Early Years Foundation Stage. The staff use this knowledge effectively and consistently to fully support children in their learning and development. The nursery's staff have a secure understanding of the seven areas of learning. Their teaching is rooted in an excellent knowledge of how children learn and develop. The staff are highly motivated to deliver purposeful and developmentally appropriate activities. Excellent methods are used to observe and assess children's development, which are consistent across the whole nursery. Anecdotal observations of children's activities are frequently recorded and photographs are taken to support observations. This results in a very attractive learning journal for each child that clearly shows what they are able to do and the progress that they are making. Staff then use this information to very effectively plan appropriate activities that challenge and interest children in their future development. This information is shared with parents to explain how they can support their child at home and how it links to learning and development. This promotes children's all-round learning exceptionally well. Planning is extremely flexible and is based on children's interests and individual needs. Staff successfully incorporate individual planning for their key children into the daily programme. As a result, all children make excellent progress from their starting points in

their learning and development as activities are stimulating, purposeful and developmentally challenging. Children are extremely confident, self-assured and are eager to learn, giving them the skills they need to be ready for school or the next stage in their learning.

There is a strong focus on communication and language, physical and personal, social and emotional development. This means children are exceptionally well prepared for their next steps in learning and are emotionally ready for school. Children with identified special educational needs and/or disabilities are supported very effectively because staff meet regularly with parents and outside professionals. They use the information gained from these meetings to plan appropriate steps in children's learning and development that will help them make as much progress as they can. Different strategies are used to support children's communication, and picture prompts and signs are in place to support their understanding of the nursery routine. Children with English as an additional language are effectively supported, and their home language and culture is valued by the staff team.

The Nursery has recently been accredited by ICAN for their development in promoting children's speech, language and communication skills. This has had a huge impact and staff help children's spoken language to develop exceptionally well. High-quality conversations and gentle, meaningful interactions between staff and children result in children being fully engaged in their learning. Staff continually engage with babies. They use lively voices, sing songs and rhymes and mimic familiar words, encouraging babies' early speech. Older children come together to talk in small groups and children who speak English as an additional language are supported extremely well. Staff skilfully extend children's language and thinking by modelling language and posing questions, such as 'Can you remember what the different animals were called in the story?' This teaching strategy promotes children's memory, recall and extends their language skills. Staff model language, using commentary and highly effective questioning to support children's development in communication and language. Consequently, children become very confident speakers and show high levels of curiosity. Staff provide excellent opportunities for children to develop early writing skills. In the baby room, they enjoy the sensory experience of rubbing their hands in the sand making marks and clapping their hands together. In the toddler and pre-school room, writing materials are available in all areas, encouraging children to make marks on their work. Children choose particular favourites from the attractively displayed range of books and listen avidly while stories are read to them. Story time is enjoyable and supports children in developing skills in communication and language, reading and writing. Children finish phrases and repeat words or sounds. Stimulating activities are planned around a story each week and literacy activities are embedded in all areas of the environment. For example, children find letters that are floating in the water tray and recognise the sounds they represent.

Children learn about different cultures and beliefs by celebrating a range of festivals throughout the year. Staff plan a wide variety of activities to allow children to explore different cultures, such as food tasting, creative activities, cultural dressing-up clothes and using a range of multicultural resources. Opportunities to explore the wider world through the use of dual language signs are also available. All the children eagerly get their outdoor clothes and wellingtons on to go out to play. The large digging area provides the children with lots of ideas to extend their imagination with. The younger children excitedly fill the

different sized containers to collect water to pour down the guttering, to watch it flow into the bowl or run down the path. Children enjoy looking for animals and show great excitement when they find a snail or a worm. The indoor environment allows children to crawl through tunnels, slide and crawl. The outdoor area is exceptionally well resourced to provide adventure and excitement as well as enabling children to develop their physical skills.

The nursery has a well-established key person system which means that the children develop exceptionally close, secure relationships with a dedicated member of staff. Staff are skilled at supporting children in reaching their highest potential. Information is gathered from parents and carers before children start which helps transitions. This means that key persons soon know their children very well and are able to plan effectively for them. Parents have access to their children's learning journals at any time and take it home to add their own observations, photographs of activities and children's artwork. Staff use this information to effectively plan around children's interests. Parents are able to extend their children's learning at home because staff share information routinely about what they are working towards with them. Good use is made of sending puppets home with the children with ideas to extend and continue learning. Parental workshops are planned throughout the year. Consequently, parents have excellent opportunities to be involved in their children's learning, which has a significant impact on their progress.

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

Children entering the nursery are extremely confident and self-assured. It is a warm, welcoming and enabling environment. Children know their key person well and they greet each other warmly. A highly effective key person system ensures that each child is able to form secure emotional attachments and ensures continuity in children's care and links with parents. Children clearly thrive and grow in confidence in this trusting environment. There are high expectations of the children and they are supported well in all aspects of their development. They are encouraged to be independent and to make choices, and consequently exhibit high levels of self-assurance and esteem. Children's independence is well supported and children are consistently encouraged to practise skills. For example, at snack time, children are encouraged to pour their own drinks. When going outside to play the children take off their shoes and put on wellies and outdoor clothing. They are encouraged to do this independently and the staff ensure that the clothing is sorted and arranged to facilitate this. Consequently, the children know what they need and where to find it. However, the already excellent opportunities for children to develop their independence and understanding of social skills could be furthered, for example, by encouraging them to serve themselves at lunchtimes. They revel in staff's praise for their success. Babies' personal care needs are expertly met by caring and consistent staff. They thrive on the individual attention they receive and enjoy cuddles and comfort in familiar, bright and attractive surroundings.

Children learn how to manage their own hygiene as staff help them to recall why they need to wash their hands before having a snack or a meal. The very well-organised environment offers an extensive range of play materials developed from children's interests and abilities. The environment is resourced well and equipment is accessible to

all children. This means that children can practise and become independent learners. The environment supports children's current interests enabling them to be fully motivated and highly involved in their play. The baby room ensures that the prime areas of learning are supported well. Communication and language is encouraged through nursery rhymes and sensitive staff talking to the babies during their routines and their play. This promotes positive relationships and children's engagement, stimulating their investigations and experiences in their environment with supporting, familiar adults.

Children are exceptionally well prepared for the next stage in their learning. The nursery provides first-class support for children's move from home into the nursery, and between the rooms. Key persons support these moves by attending visits with the children to their new room to prepare them for their next stage in their learning and development. The nursery invites local schools to visit and requests visits to the school to share and discuss the changes and differences. Progress and transition documents are completed by staff as children move between rooms in the nursery. This ensures that children are confident and fully prepared in times of change to make a good start in the next stage of their learning. Staff consult with other professionals to identify children's individual needs, such as the speech and language therapist. Close working with parents ensure any medical needs are fully met and children are fully included in the activities ensuring they are confident in the nursery. There are secure procedures for obtaining information about children's health concerns, such as allergies, from parents in order that these are fully acknowledged and respected. Consequently, children benefit because the utmost support is given to prepare them for their new experiences.

Children's safety, health and well-being are extremely well-promoted through the nursery's clear and consistent policies and practices. Risk assessments and daily visual checks of the premises ensure that the environment is always safe, clean and fit for use. Children develop an excellent understanding of the importance of exercise through a wide variety of activities. Children develop a sound understanding of how to stay safe through staff's guidance. They are given reminders about how to carry a pair of scissors safely and take part in road-safety activities where staff teach them about how to be safe in the local environment. All children benefit from being outdoors on a regular basis due to the free-flow nature of the nursery. Gross and fine motor skills are extremely well provided for in the outside and inside environments. Staff encourage the children to take turns and talk to them about the appropriate use of equipment. The questions discussed with children clearly show that safety is fully explored and understood by the children. Children enjoy freshly prepared, well-balanced and nutritious meals and snacks and relish the independence of learning to feed themselves. Children develop an understanding of healthy eating through discussions at snack and lunchtimes and regular baking activities. They learn to appreciate making healthy choices and explore where food comes from. Highly nutritious seasonal menus offer an excellent choice of healthy options. Parents are encouraged to make healthy choices for their children when providing packed lunch through newsletters and planned workshops. Children behave very well and they know what staff expect of them because boundaries are consistently and sensitively applied. Feelings and behaviour are managed sensitively by staff and a positive approach supports the children to deal with their emotions. Staff constantly praise and encourage the children. As a result, children learn to negotiate and cooperate with each other and they grow in confidence and self-esteem.

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

The leadership and management of the nursery are exemplary. The nursery is extremely well run by a knowledgeable, dedicated and reflective management team. Children are cared for by highly qualified and experienced staff because robust recruitment and selection procedures are followed. Photographs and information about staff and their roles are displayed. This means that parents are fully aware that their children are cared for by suitable people. Management implement a thorough induction programme, which provides excellent support for all staff and sets out the very high standards. The performance of all staff is closely monitored and their ongoing professional development is actively promoted through many training opportunities. The qualifications of staff and continual professional development has an extremely positive impact on outcomes for children's learning and development. For example, recent training on outdoor environments has had a positive impact on the learning experiences offered to children when playing outside. The management team oversee the planning and implementation of the stimulating educational programme and consistency of assessments. Through observing staff practice, they monitor the effectiveness of the quality of teaching. Staff performance is monitored through staff supervision and appraisals. Leadership and management successfully monitor and review the educational programme to continually drive improvement for children. Self-evaluation is at the core of the nursery's operation. Both management and staff are highly skilled at recognising areas for improvement and addressing them successfully, including the recommendation raised at the last inspection. The management team have highly effective procedures to monitor the overall educational programme for each child. This involves tracking children from their starting points to when they leave, monitoring their progress over time and ensuring any delayed development or gaps in progress can be quickly and effectively addressed.

Staff have an excellent understanding of safeguarding procedures and all staff complete safeguarding training to keep updated and are well informed about child protection procedures and who to contact should they have a safeguarding concern. All children enjoy an extremely safe and secure play and learning environment because staff complete comprehensive daily checks. The premises are very secure and no unauthorised person is able to gain entry. Staff are highly conscientious in ensuring the safety and supervision of children. Highly effective organisation and deployment of staff ensure ratios are maintained. Records show risk assessment and health and safety checks are rigorous. Excellent procedures and systems are in place and are followed, which enhances safeguarding practice. This means that children are well protected in the nursery.

There is a superb partnership with parents. They are extremely complimentary about the care and education their children receive. Parents say they feel warmly welcomed into the nursery and are positively encouraged to be actively involved in the children's learning. Parents are invited to share a particular skill they may have or to bring an added cultural dimension, enhancing the learning experience for all children. Regular exchanges of information ensure that all parties are aware of the children's changing needs and that parents are successfully informed about their child's progress. In addition to the nursery

website, an abundance of informative notices, newsletters, policies and procedures are readily available. This helps ensure parents are aware of how the nursery operates and know how to raise any concerns. The nursery places a strong emphasis on promoting inclusion for all children, including those with special educational needs and/or disabilities, and children who speak English as an additional language. There are effective partnerships in place with the children's centre, local school and other agencies. The nursery is highly committed to working in partnership with other professionals, such as occupational therapists and speech therapists. Therefore, the needs of all children are securely met, with any additional support they may need.

The Childcare Register

The requirements for the compulsory 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	EY217367
Local authority	Sunderland
Inspection number	855719
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	125
Name of provider	Nesham Private Nursery
Date of previous inspection	17/09/2008
Telephone number	0191 5848004

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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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