

# Tynemouth Nursery

2 Preston Avenue, North Shields, Tyne and Wear, NE30 2BS

## Inspection date

23/07/2014

Previous inspection date

28/01/2011

## 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

- The quality of teaching and learning is good, staff have a secure understanding of how children play, learn and develop. Precise assessment and individualised planning ensures children make good progress in their learning and development.
- The key-person system ensures that children receive consistency of care. Children and staff form secure attachments, and this enables children to feel safe and happy.
- Relationships with parents are strong and information is regularly shared with them, so that children's individual care and learning needs are met well. As a result, children are emotionally prepared for learning.
- Children with special educational needs and/or disabilities are very effectively supported through targeted teaching and strong partnerships with other professionals.
- Children are well safeguarded. All staff are informed about child protection issues and the premises are safe. This ensures that all staff understand how to keep the children and themselves safe and follow all necessary guidelines.

### It is not yet outstanding because

- Arrangements for serving young children their meals do not provide them with the opportunity to make a choice from what is available.

## 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 had a tour of the premises and observed activities in the playrooms and outdoor area.
- The inspector met with the manager, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection and written comments that the nursery has received.

## Inspector

Lynne Pope

## Full report

### Information about the setting

Tynemouth Nursery opened in 1999 and is one of seven provisions run by a limited company. It operates from purposefully converted residential premises. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across five playrooms and have access to an enclosed outdoor play area. There are currently 90 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 17 staff working directly with the children, of whom 15 have an appropriate early years qualification at level 2 and above. The manager holds a Bachelor of Arts Degree in Early Childhood Studies. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- review the format for serving younger children their meals, so that time is created for staff to discuss options, so that children have a choice from what is available.

## Inspection judgements

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

Children are enthusiastic and motivated learners supported by staff who understand how young children learn. Staff observe children as they settle into the nursery and speak to parents to find out together, what children can do. This information is recorded in a baseline assessment and is followed by accurate observations and assessments that create a clear picture of children's current learning. The information gathered from observations and children's interests forms the next steps for future learning and progress. Precise monitoring of children's learning means that all children, including those with special educational needs and/or disabilities, make good progress. Any gaps in children's learning are quickly identified and addressed. This means that staff target support where it is needed. Consequently, children are well prepared for the next stage in their learning, such as school.

Staff tailor activities to support individual children and clearly match them to individual education plans using the information gathered from working very closely with professionals, such as speech and language therapists and physiotherapists to adapt their teaching to meet the individual needs of the children. Sensory experiences encourage children to explore and test their physical skills as they feel the texture of mushy peas,

scoop them up using a spoon and squash them with their hands. Staff work closely with children, supporting them in their communication and language development. For example, they name the items that children select, such as a bowl, and explain what they are doing as they fill the bowl and pour the peas out. This teaches children how to pronounce and use words as staff encourage children to repeat what they say in the correct way. Children become good communicators, demonstrating their language skills as they recall a past event that has happened at home. Staff help children learn how to appreciate books and group story time is a favourite part of the day for all children. Staff fully involve children in the story, showing them the pictures and involve them in discussions about the different characters. Children also enjoy familiar rhymes where they attempt to join in from a young age, singing some of the words and following some of the actions. Staff can frequently be heard singing a song as they play alongside children, enhancing their activities. For example, staff follow children's lead to talk about what they are interested in. Children bring up the subject of caterpillars, which generates talk about the life cycle of a butterfly. This leads to staff extending children's learning as they teach them a new action song about a butterfly.

Parents are actively engaged in their children's learning. Staff provide them with regular summaries of learning, such as the progress check for children between the ages of two and three years, and share written reports every six months. Parents are invited to parent's evenings where staff discuss their children's progress and share their children's learning journeys. Parents can also view these at any time. Staff give a daily verbal handover at the end of the day and parents of younger children receive written sheets or diaries. This means that parents know what their children are learning and are able to support them at home. Various methods are used to enable parents to share what their children are interested in at home and their achievements. Parents fill in 'wow' moments, which staff add to their learning journeys. In pre-school, children take home a teddy bear and parents record what they have done through photographs that they send in. All rooms have a weekend scrap book that children take in turns to take home. Parents add comments and photographs about what they have done. All these help staff to find out about children's learning and interests at home, that they can later use in their planning.

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

Staff have created a warm and reassuring environment. The key-person system is effective and ensures that children make secure emotional attachments and feel safe and secure. The warm relationships give children a strong base, develop their confidence and self-esteem, enabling them to progress, which also supports their move to school. Children show that they are happy and content. A programme of settling-in visits that builds up over time and is based on individual children's needs, helps children to make a smooth move from home into the nursery. Children's behaviour is positive due to the clear guidelines and boundaries provided by staff. They remind children to be kind to each other and to look after and share resources. For example, staff teach children to understand that they need to share the cars with other children when they want to play with a resource that is new to them. Consequently, children are learning to manage their feelings and behaviour. Staff are vigilant about children's safety and teach them how to evacuate the nursery through regular practices, so that they keep themselves safe and understand

what is happening when the alarm sounds.

Play spaces are organised well and resources are of a good quality and are stored at age-appropriate heights. This enables children to be independent, play with their friends and use their imagination. Consequently, children are happy, relaxed and confident in this welcoming and friendly environment. Frequent opportunities are provided for all children to enjoy daily fresh air and to take part in a range of activities to promote their physical development. Children play in the sand pit, where they fill and empty containers. They develop their large muscle skills as they push themselves round on wheeled toys and scooters and kick a football to their friends. Children are offered a healthy and nutritious diet. Meals are freshly prepared on the premises daily and include fresh fruit and vegetables. Staff support children's learning about where different foods come from. For example, they chat about where the milk comes from when they have a drink in the morning. Children demonstrate their understanding as they respond that it comes from a cow. Older children pour their own drinks and serve themselves at mealtimes and this helps to promote their growing independence. However, children's choice is not always promoted for younger children, as their food is served already on a plate for them. This means staff miss the opportunity to talk about what is available and to give children the choice of what they would like to eat.

Staff are aware of their responsibility to prepare children emotionally for their move to other settings or school. Teachers are warmly welcomed into the nursery so that they can meet the children and this helps children become familiar with them. Learning journeys are shared and staff complete a transition report that is passed to the next setting that gives them an insight to children's development. Good arrangements are in place to support children's moves within the nursery. They have settling-in visits based on the child's needs and the key person completes a transition record that she passes to the new key person to help them understand children's development.

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

The manager and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Safeguarding is good because the manager and staff understand their responsibilities. Staff know what to do if they have a concern about a child and understand how to follow the correct referral procedures. Secure recruitment, vetting and induction processes ensure that all those working with children are suitable to do so and understand their roles as soon as they start. Staff's ongoing suitability is closely monitored through the manager working alongside them and observing their practice. Annual appraisals are carried out and all staff have outstanding files that cover how they can have outstanding practice. These are reviewed monthly to review their current practice and to set targets for development. This aids staff in being critical about their own performance and enables them to highlight how they can improve. The majority of staff hold childcare qualifications and they demonstrate a positive attitude towards their continuous professional development. For example, six staff have just completed a level 4 qualification. The manager ensures that staff are effectively deployed so that children are

well supervised at all times. In addition, various risk assessments are completed that cover all aspects of the nursery and its resources. These are backed up by daily checks that ensure all the areas of the nursery are checked and hazards identified and minimised.

The action and recommendations for improvement made at the last inspection have been acted upon. The nursery's self-evaluation form clearly illustrates that the manager and staff fully understand their responsibility to meet all the requirements of the Early Years Foundation Stage. Staff have taken an active role in the self-evaluation process and parents are also actively encouraged to contribute their views through completion of questionnaires. This process accurately identifies where further improvement is needed. Good monitoring systems ensure that children have access to a broad range of experiences that help them progress towards the early learning goals. Staff are knowledgeable and experienced and monitor children's individual performance and progress well. The manager carries out spot checks of children's learning journeys and staff's planning to ensure that the educational programme is broad and balanced and reflects individual children's specific learning needs.

Links with external agencies are strong. For example, the nursery works closely with a range of other professionals, such as, speech and language therapists and portage workers, to ensure the needs of all children are met. Staff in the nursery believe in working closely with parents to engage them in nursery life. The parent group meets yearly so that the manager and staff can discuss any new ideas and listen to any suggestions that that can be implemented in the nursery. Monthly newsletters keep parents informed about the nursery. Parents state that the nursery is brilliant and exceeds their expectations in every way. They believe that their children benefit from attending the nursery on all development levels.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	310214
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	871877
<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>	67
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Tynemouth Nursery Group Limited
<b>Date of previous inspection</b>	28/01/2011
<b>Telephone number</b>	0191 258 1662

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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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