

Whickham Cottage Nursery

Nursery House, Sands Road, Swalwell, NEWCASTLE UPON TYNE, NE16 3DN

Inspection date

Previous inspection date

08/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is good and some practice is outstanding. Children engage in exciting and challenging activities that promote their expressive language skills exceptionally well.
- Children with special educational needs and/or disabilities are exceptionally well supported in the nursery and make rapid progress based on their starting points. This is because staff work superbly with parents and other professionals and meet their learning and development extremely well.
- The provider and manager place a strong emphasis on supporting their staff team. Ongoing support, coaching and training is provided, which enables all staff to further develop their already very good practice and supports children's achievements over time.
- Children are effectively safeguarded. Robust systems are in place to ensure all staff working directly with children hold appropriate qualifications, are suitable to fulfil the requirements of their role and have had appropriate checks carried out.

It is not yet outstanding because

- Background music played in rooms for very young children and babies is occasionally too loud for them to fully develop their listening and attention skills.
- There are occasions when routines, such as nappy changing, are not flexible enough to enable staff to follow children's lead and interests in play in a timely way.

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 had a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form.
- The inspector observed teaching and learning activities in all nursery rooms, including the outdoor environment.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the nursery and discussed a range of policies and procedures.

Inspector

Nicola Jones

Full report

Information about the setting

Whickham Cottage Nursery was registered again in 2014 on the Early Years Register. It is situated in a purpose built premises in the Swalwell area of Newcastle upon Tyne and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from six playrooms and there is an enclosed area available for outdoor play. The nursery employs 31 members of childcare staff. Of whom, 28 hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 108 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 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 for children to fully develop their listening and attention skills by keeping background noise to a minimum, for example, by using music only for particular purposes
- reflect on routines to ensure they are flexible enough for staff to respond promptly to what very young children show they are interested in and want to do.

Inspection judgements

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

Staff are confident early years practitioners, who have a very good knowledge of how young children learn. They foster caring relationships with children, which enables them to develop resilience and a 'can do' attitude. This, alongside a well-established high-quality provision, helps children to develop positive dispositions, which lay the foundations for becoming lifelong successful learners. Staff carry out ongoing assessments of children's learning as an integral part of the learning and development process. This helps them to understand children's individual levels of achievement and to then shape learning experiences for each child reflecting those observations. This information is well documented in 'Memories' books and in development files for each child. As a result, all children make good progress in all areas of their learning and development. Children's interests and individual learning styles are effectively met throughout the nursery. However, occasionally, routines, such as nappy changing, are not flexible enough to enable staff to respond promptly when very young children indicate what they are interested in and would like to do. Children with special educational needs and/or

disabilities are exceptionally well supported in the nursery and make rapid progress based on their starting points. This is because staff work superbly with parents and other professionals and meet their learning and development extremely well.

The quality of teaching is good and sometimes practice is outstanding. Where practice is very strong, staff provide exciting and challenging activities for children, who are two-years-old. They encourage them to pretend to be animals and move across the floor. Children show exceptional expressive language skills for their age when they make comments about how the water they have squirted from their imaginary trunk has gone 'all over the floor'. Staff, who support children in the 'Cedar' room, make excellent use of group story time to fully extend their literacy skills. They skilfully engage children, allow them to touch and feel the pictures in the book and make sounds, such as 'ssss' when they see the snake. This provides children with opportunities to hear sounds and establishes a firm foundation for future learning when they go to school. Early reading skills are given high priority throughout the nursery. Children have daily access to good quality age-appropriate books, both indoors and outdoors and a well-stocked library, where books can be taken home to enjoy. This encourages parents to read with their children, therefore, supporting their reading skills at home. Staff make, generally, good use of music to encourage children to make large movements and develop their physical skills. All room groups have regular access to the wide corridor area where children listen to their favourite nursery rhymes and action songs. However, music played for very young children and babies is, occasionally, too loud and is not always well used to fully enhance their listening and attention skills. For example, music is not turned off when staff interact with children and model their early sounds and words.

Parents knowledge and expertise of their children is actively sought and acted upon by all staff. For example, parents regularly share examples of children's learning at home and contribute to their development files. This information is well used by staff to shape further activities and enhance children's learning even further. Parents spoken to on the day of inspection describe how they value opportunities to share this information and talk to their child's key person about how they are progressing and how best to support their learning needs at home. This enables both staff and parents to work together to plan appropriate learning opportunities for their child, supporting their achievements over time.

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

Staff place a strong emphasis on supporting children's emotional and physical well-being. An effective key-person system is in place. This ensures that all children, especially very young babies and those in need of additional support, make secure emotional attachments. Children show they are happy when they explore their surroundings independently. A highly stimulating environment is provided, both indoors and outdoors. This promotes children's independent learning very well. For example, children select and return accessible resources, which are creatively displayed and promote learning very well. Children access the outdoor environment regularly throughout the day. They engage in challenging experiences when they balance carefully on beams, travel in ride-on vehicles and look for mini-beasts in the soil and bush areas. This enhances their physical well-

being and ensures they gain full benefit from being outdoors daily in the fresh air. Healthy lifestyles are further promoted when staff talk about the benefits of eating fresh, balanced food at mealtimes and older children enjoy planting their own vegetables.

Highly effective settling-in procedures are in place and children and their parents are exceptionally well supported emotionally, when they first begin attending the nursery. Children make a number of visits, based on their individual needs, before staying for the whole session. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. Parents spoken to during the inspection describe how settling-in procedures support the whole family. This reassures parents their children are happy and settled and further supports children emotionally during times of transition. Children are equally well supported when they move rooms within the nursery and into local schools. They make visits with their key person and summaries of learning and development are shared. This helps to improve communication and coordination between professionals, practitioners and families, especially when children have an identified condition, disability or impairment.

All staff demonstrate a strong understanding of safeguarding children in the nursery. For example, they recognise the importance of recording and sharing any unusual marks children may present with. Staff involve children in safety procedures throughout the day. For example, they talk gently to them and remind them to take care when riding their cars, to ensure children develop an understanding of how to keep themselves safe. Children demonstrate safe practices as they play. For example, they stop their vehicle to avoid colliding with other children and adults. Children cooperate well with each other and know what behaviour is acceptable in the nursery. This is because a number of strategies are embedded in practice within the nursery. For example, positive praise is used to encourage and promote positive behaviour. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is shared with parents, to maintain a joint approach.

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

Safeguarding procedures are consistently high. This is because the manager ensures that all staff receive ongoing safeguarding training and implements rigorous systems to ensure their knowledge is regularly updated. For example, she uses 'question time' to ask questions, such as 'What is the name of the Local Authority Designated Person?' and 'What are their contact details?' Staff are fully aware of the manager's role as the designated safeguarding lead and understand their responsibility in sharing and recording any concerns. The manager ensures that staff are deployed effectively according to qualifications and experience. This ensures that children are kept fully protected and safe at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, together with accurate accident records and procedures for reviewing these ensures that children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do

so. Comprehensive induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure that they enjoy their learning experience and grow in confidence.

Ongoing staff development is encouraged through well-considered and purposeful staff supervision, providing support, coaching and training for individual members of staff. This has a positive impact on their knowledge and understanding of the framework. For example, the manager carries out regular peer observations of the quality of teaching. She provides very good feedback to enable staff to further develop their already very good practice. The manager has a very good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She spends time working in the nursery rooms, gaining first-hand experience of what is working well and amendments are made to practice, as required, to further meet children's needs. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress. The manager has recently implemented a system to maintain a comprehensive overview of progress tracking documentation. This ensures that children's needs are quickly identified and exceptionally well met through good partnerships between the nursery, parents and external agencies. The manager has many years of experience of managing the nursery and constantly evaluates the quality of practice and provision provided. As a result, areas for improvement are consistently identified, taking into account the views of parents, staff and children. The manager is fully committed to creating, maintaining and improving the nursery, so that it meets the highest standards and offers the best experience for children.

Partnerships with parents are excellent. They take an active part in their child's learning and are involved in decision-making on key matters. For example, they are involved in policy reviews. Parents use words, such as 'brilliant' and 'extremely committed to meeting my child's needs', when describing the relationships between staff and children and the quality of care and educational programmes provided. Partnerships with local schools are equally well established and significantly enhance children's all-round development. Partnerships with external agencies and other professionals are superb. The manager and staff work exceptionally well with services in their local area and effectively use advice to provide targeted interventions to meet the specific needs of individual children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY476574
Local authority	Gateshead
Inspection number	966228
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	108
Number of children on roll	108
Name of provider	Nursery House Ltd
Date of previous inspection	not applicable
Telephone number	01914960016

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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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