

North Jesmond Pre-School

7 North Jesmond Avenue, Newcastle Upon Tyne, NE2 3JX

Inspection date

Previous inspection date

09/09/2014

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

- Children are provided with a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They use good teaching skills to support children's understanding of keeping themselves safe.
- Staff are highly motivated and enthusiastic in their approach to caring for children. Therefore, relationships between the children and staff are good, fostering a strong sense of belonging and ensuring that children are confident learners, who enjoy their time at the provision.
- Partnerships with parents are good to support children and ensure good quality information is shared, to promote their learning and development successfully.
- Members of staff use a calm, positive approach to managing children's behaviour, which takes into account children's understanding and maturity. Consequently, children's behaviour is good and they display kindness and concern for the other children attending and are motivated in their play.

It is not yet outstanding because

- The environment is not consistently rich in print, signs, labels and symbols to help children develop even further skills and interest in the meaning of letters and words.
- Everyday activities, such as snack time, are not always used to provide opportunities for children to further develop their independence 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector held a meeting and conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Anthea Errington

Full report

Information about the setting

North Jesmond Pre-School was registered in 2014. It is privately owned and managed by two directors. It operates from the hall of the Church of the Holy Name, Jesmond, Newcastle-upon-Tyne. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens Monday, Tuesday and Wednesday, from 9am until 3pm, term time only. Children attend for a variety of sessions. Children are cared for across two rooms and have access to an enclosed outdoor play area. There are currently 20 children in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs four members of childcare staff, who all hold appropriate early years qualifications, two at level 3 and two with level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop the environment further so that it is richer in print, so that younger children's attention can be drawn to marks, signs and symbols to enhance their skills in learning that words carry meaning
- encourage children to further develop their independence skills during snack times, for example, by allowing them to serve their own food and pour their own drinks.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. Staff members are enthusiastic and committed and provide the children with a good variety of fun and enjoyable activities. As a result, children are engaged, motivated and show concentration throughout their play. Activities cover the seven areas of learning and staff closely monitor children's learning through regularly observing them, in addition to information shared with them from the children's parents. Individual learning journals show children's achievements and progress over time. Staff then use this information to identify the next steps in children's learning, so they then can effectively plan future play experiences. Consequently, activities and play experiences are planned, which identify the developmental needs of individual children to ensure they make good progress in their learning. For example, small group activities are planned to ensure children feel comfortable to continue to develop their communication skills. This also provides children with good opportunities to interact and continue to develop their social skills. As a result, all children, including those with special educational needs and/or disabilities, are making

good progress in their learning in relation to their starting points, in preparation for their next stage in learning. Children are extremely comfortable and familiar with the daily routine as they take part in the many activities available to them. Children's language and literacy skills are given high priority and staff engage fully in children's play. Staff skilfully engage children into conversation. For example, they encourage children to look directly at them to gain their attention before giving out requests, to ensure children develop good listening skills. Children have many opportunities to practice their early writing skills and staff members use very good teaching skills to engage them in their learning. For example, children happily join in with an activity to promote large and small physical movements, which is skilfully presented to them by confident and enthusiastic staff. Here, they thoroughly enjoy making purposeful marks on the paper as they sing along to their favourite songs. This also supports their physical development, developing their muscle control as they learn to grasp the crayons and perfect their early writing skills. However, displays of signs and symbols are limited both within the indoor and outdoor learning environment, which does not fully support all children in their recognition of familiar letters and words. Staff show a genuine commitment to supporting communication skills with children with special educational needs and/or disabilities. They take time to gently encourage them to make their own individual choices and respond affectionately towards them. For example, they skilfully identify that children choose to play outdoors as they follow their gaze outside.

Children clearly love imaginative play and select to make music from the many instruments available. Staff skilfully extend their thinking and learning and suggest they could look at a book together about sounds. Children eagerly look at the pictures displayed and mirror the sounds displayed with their own instruments. The outside environment is also used to good effect. Children have ample space to run, climb, ride and balance. Outdoors, children have lovely opportunities to learn about the natural world. They discover conkers inside their shells and use descriptive language to describe them. They state the shells are 'prickly' and describe the conkers as being 'slippy and smooth'. Children learn about shape, space and measure as they enjoy exploring water; filling, pouring and emptying containers. They gain a concept of empty and full as they pour water between the various sized containers. This supports their early mathematical skills well as they identify containers being full and empty. They skilfully work out that pouring the water over the chalk patterns, they made earlier on the path, will make the chalk marks disappear. This demonstrates their understanding of creating and thinking critically, and choosing ways of doing things to make them happen. Children enjoy role play and play with a good range of resources which enable them to re-enact everyday activities, for example, they pretend to take the interactive toy dog for a walk and pat it gently to make it bark. This promotes their creative development and imagination in addition to supporting their understanding of information and technology. Overall, children demonstrate an enthusiastic approach to learning, which supports them well in developing the key skills they need for the next steps in their learning and to be ready for school.

Parents contribute to their children's progress records by sharing what their children are learning at home. They know who their child's key person is from the initial visits that take place and have daily discussions with staff about their child's development and what they are learning. They value the information shared with them and particularly enjoy the stay and play sessions available to them. They state that 'It was lovely to see their children

playing with stimulating activities and provides them with knowledge of activities they could also do at home'. This helps them to support their children's learning at home and their continued progress towards the early learning goals.

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

Children are provided with a safe and secure environment and are very settled and happy within the pre-school group. They demonstrate good relationships with their key person and other staff. This ensures they are confident and emotionally secure. Children settle into the pre-school quickly because there are good settling-in procedures. Children come for visits, which are individually tailored for them and their parents, to help them to become familiar with the group. Staff find out important information from parents on entry, including children's interests and where children are in their learning, which all helps them in planning for individual children, ensuring the smooth transition from home to pre-school. In addition, staff members also consider how they can help children as they move onto school, ensuring children are emotionally prepared for change. For example, they talk to the children about their move to school, read stories to them and encourage their independence further. Children are encouraged to be independent learners and take responsibility throughout their daily routines. For example, children access their own age-appropriate resources to self-initiate their play. However, this could be improved at snack to develop children's independence even further, by allowing them to consistently serve their own food and pour their own drinks.

Staff promote a healthy lifestyle and are good role models to children. They sit with them during snack times talking to them about the benefits of healthy eating. For example, children and staff members discuss how apples are good for their teeth. Children extend the conversation further, explaining they have new toothbrushes which then lead onto further conversations about the importance of dental hygiene. This all contributes to children's understanding of healthy lifestyles. Staff members are extremely skilled in ensuring children's safety and teaching children to become aware of their own safety. They encourage children to think for themselves and work out whether the role-play costume they are wearing is worn correctly. Children quickly adjust the costume ensuring their safety, whilst engaging energetically in outdoor play, developing a growing awareness of how to keep themselves safe as they play. Children take part in regular fire evacuation practice and ongoing risk assessments ensure accidents are minimised to further promote children's safety.

Children's behaviour is very good. They understand the boundaries and expectations within the setting because staff act as positive role models. Staff members reinforce appropriate behaviour and provide clear guidance and explanations to children. Staff use a calm and consistent approach to effectively manage children's behaviour. As a result, children play well together, are kind, considerate and respectful to each other. They demonstrate good manners, share and take turns during their play. Free-flow play between indoors and outdoors is available and children enjoy daily opportunities for physical exercise and fresh air as they play outdoors in the pleasant enclosed outdoor area. This contributes toward their overall good health and staff ensure all areas are fully

supervised to ensure children's safety and well-being.

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

The managers and staff team demonstrate a good understanding of how to effectively safeguard the children in their care, as they have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This ensures children are effectively safeguarded within the setting. All staff have attended relevant training and are fully aware of their responsibilities to protect the welfare of children. They know who to report any concerns to and contact numbers are in place for support and guidance. Detailed policies and procedures are implemented to ensure a safe and secure environment for children. This is further enhanced by the completion of risk assessments for the indoor and outdoor environment to ensure they are free from hazards. There are clear recruitment and vetting procedures in place, which ensure staff are suitable for their role. This maintains the safety and well-being of children.

Staff are experienced, enthusiastic and highly motivated. They demonstrate an enthusiasm for their work and a commitment to improving achievement for all children. They work well together to monitor and evaluate the educational programmes for the children, to ensure that all areas of learning are appropriately covered throughout the activities. Performance management systems are in place and staff are well supported through regular supervision and meetings. Self-evaluation is thorough and takes into account the views of parents and children. Parent's contributions are valued and collected through discussion with them and through the use of questionnaires and the comments and suggestions box. Children are observed daily and their achievements are noted, which enables staff to assess their learning and plan a suitable range of challenging activities based on children's interests.

There are good relationships with parents as they work together with staff to meet the individual requirements of children. Parents are involved within the setting as they receive daily communication and regular questionnaires to share their views and opinions. Parents are extremely complimentary and make comments, such as they are delighted their children have settled in so quickly and thank staff for their support in caring for their children to become sociable and confident. They state that the work that staff do with their children is 'amazing'. The setting works closely with other professionals to ensure children are further supported in their care learning and development. For example, the local authority inclusion and health team are invited into the setting to assess the care and learning for children with special educational needs and/or disabilities, and staff work closely with them to ensure all children's needs are fully met.

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. 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	EY472943
Local authority	Newcastle
Inspection number	960405
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	20
Name of provider	North Jesmond Pre School Newcatle CIC
Date of previous inspection	not applicable
Telephone number	07767721096

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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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