

# Maple Lodge Nursery

9 Moor Road South, Newcastle Upon Tyne, NE3 1NN

## Inspection date

Previous inspection date

17/09/2014

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

- Teaching is good because staff plan interesting and stimulating activities appropriate to the age and stage of development of children, which helps children to make good progress from their starting points.
- Leadership and management are successful. Staff are supervised well, which includes the monitoring of staff practice and accurate tracking of children's development. As a result, children's interests and learning are well supported.
- Staff have a good understanding of safeguarding procedures. All staff have attended child protection training and regularly review their practice. As a result, children are well protected and safeguarded in the nursery.
- Staff are supportive of all children and respond appropriately to their individual needs. They interact positively with the children as well as the parents, and build good relationships with them to help them feel secure.

### It is not yet outstanding because

- Opportunities are not yet fully embraced for children to have access to water in the garden so that they can freely care for the plants they have grown, and to have access to two-wheeled resources to develop their balancing skills.
- There is room to extend the good partnership with parents so that they see first hand the types of activities children take part in and how they benefit children's learning.

## 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 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 into account the views of parents spoken to on the day.

## Inspector

Lynne Pope

## Full report

### Information about the setting

Maple Lodge Nursery was established in 1991 and opened under new ownership in 2014 on the Early Years Register. It is managed by a company and operates from a semi-detached house in the Gosforth area of Newcastle upon Tyne. Children are cared for across five playrooms and have access to an enclosed outdoor play area. The nursery opens five days a week from 8am until 6pm all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 66 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently 20 staff working directly with the children. Of these, four hold appropriate qualifications at level 3, 11 hold level 4 and five hold level 6. The nursery 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:

- extend outdoor resources, for example, so that children can freely access water to care for the plants and so that they can develop their balancing skills on two-wheeled resources, such as bicycles
- build on good partnerships with parents, for example, by offering opportunities for them to be able to observe children's activities first hand.

## Inspection judgements

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

All staff have a secure knowledge and understanding of the Early Years Foundation Stage. They provide an interesting and motivating range of activities and resources which help children to develop and progress across the seven areas of learning. As a result, children benefit from a good quality educational programme that effectively promotes their learning in all areas. All staff have high expectations of children and regularly assess their development. Children are observed when they start so that staff gain an understanding of their starting points. This leads to planning that is individual for the child. Ongoing observations and accurate assessments are successfully completed by staff to identify the next steps in learning for individual children. This information is skilfully used to provide a wide range of exciting, challenging activities that lead from the children's interests. The quality of teaching is consistently good and children learn through a balance of adult-led and child-initiated activities. Consequently, children are well prepared for the next stage in their learning, such as school.

Children make decisions for themselves and are become independent because they can help themselves to a range of easily accessible toys and resources. This means that children have time to become deeply involved in activities, which encourages them to persist in their learning. Staff use skilful teaching to support children's communication and language development. They constantly listen to what children have to say and respond accordingly, asking open-ended questions to encourage children to think. For example, they make the most of the opportunity to talk to children about what they have observed after they have had a visit from a company that shows them different animals. Staff ask children questions about what they have seen. This generates excited discussion as children say they have seen a mouse, frog and snake. Staff tailor their questioning to encourage children to think about their responses as they ask 'what had a shell on his back and moved slowly?' Children respond immediately saying it was a snail. Number is then brought into the discussion as children are asked how many legs a spider has. They all count together as staff point to the legs on a spider picture on the wall. This teaches children about counting in the correct order. Children enjoy sensory experiences from being babies. They explore the texture of cornflour mixed with water, and older children have a great time sitting in a tray with dried pasta, leaves, rice, sand, trucks, toy shovels and rakes. They feel the different textures stirring it round with their hands and scoop it up and put it in the trucks. As they do this they learn about filling and emptying things. By the time children get to pre-school, they enjoy playing in the water tray using various resources to fill and empty bottles. Children become confident speakers because of the input that staff have with them as they develop their communication skills. They approach visitors and comment that their parent has a computer with the same black buttons. They enjoy the responsibility of sharing how technology equipment works as they show how the toy computer is switched on and off.

Parents are warmly welcomed into the nursery by the approachable staff. They are kept informed about their child's day through a diary or sheet and discussions about how their child has been. Parents have access to their children's learning journey record at any time, and parents' evenings are held every six months. This gives parents the opportunity to talk to their child's key person about the progress their child is making. This means parents can contribute to their child's development record and continue their child's learning at home. Staff post their observations on a 'wow moments' noticeboard in each room and encourage parents to add their own moments from home. This information, along with discussions with parents, is included in future planning around children's interests. However, there is room to involve parents more in the daily activities and routine of the nursery day so that they can observe first hand the types of activities children take part in and the learning they gain from them.

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

Children's emotional well-being is effectively promoted throughout the nursery. A well-established key-person system ensures all children benefit from secure attachments. The caring and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. New children are supported with settling-in visits where parents share information with their child's key person. For

example, staff learn about children's likes, dislikes and favourite activities. Information gained contributes to initial assessments of their child's starting points and helps children to settle well into the nursery. Children are well behaved and are supported by effective daily routines, consistent praise by staff and by celebrating children's achievements. Pre-school children show that they understand the ground rules. They all enthusiastically join in with helping to tidy the playroom when directed by staff. Involving children and praising them for their efforts raises their self-esteem and enhances their emotional development. Timely reminders are given about managing their own safety, such as to be careful when playing in the sand so that they do not get it in their eyes.

The nursery environment is welcoming and offers children opportunities to play in a number of well-equipped areas. The playrooms are arranged so children can access resources themselves and have spaces to be messy, as well as comfortable, carpeted areas for activities, such as looking at a book. Children's physical development is positively promoted and they gain confidence as they move around the spacious outdoor environment. Outdoor play is available every day and children run round the open space and practise their balancing skills on plastic balance beams. Wheeled toys, such as a tricycle, help them learn how to use pedals and how to balance on a scooter. However, there are no bigger bicycles for pre-school children to learn how to balance on two wheels. Pre-school children have planted flowers in raised beds outside. This helps them to learn about how they grow and they observe how they change over time. They are eager to water them when they go outside to play. However, there is no direct access to water so that they can fill their own watering cans independently. Children's good health is promoted very well through sensible routines and a commitment to a healthy lifestyle. Meals are freshly prepared on the premises by the cook, and the rolling menu over four weeks shows that they have healthy choices. Staff support children to learn about healthy eating as they make smoothies and salads with them. This involves discussions about what are good foods and not so good foods.

Staff prepare the children for changes and movements through the nursery while supporting their well-being. They go for short visits that build up to a time when their key person is satisfied they are ready to move permanently. This enables children to meet and form attachments with their new key person, which supports a smooth move. Staff are aware of their responsibility to prepare children emotionally for their move to other settings or school. Children are encouraged to take care of their own needs, such as learning how to put on their own coats and shoes and use the bathroom independently. Staff have a letter of the week that they help children to learn about and share it with parents so that they can work on the same letter at home.

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

The provider, management team and staff pay close attention to the safety of children who attend the nursery. They have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Children are effectively safeguarded. This is because staff demonstrate their good knowledge of the local safeguarding procedures and are confident about the action to take if they are concerned

about a child's welfare. Recruitment procedures are effective and all relevant checks are in place to ensure staff are suitable to work with children. Staff's ongoing suitability is closely monitored through supervision meetings and an annual appraisal. This gives the manager and staff the opportunity to discuss individual staff's progress and to reflect and set targets for the following year. The management team carry out peer observations of staff working with the children and have recently introduced staff observing each other. This means that practice is evaluated and advice is given about adapting activities, so that the best possible learning outcomes are sought for children. All staff hold childcare qualifications and they demonstrate a strong commitment towards their continuous professional development. For example, eight staff are currently studying for a level 5 qualification in early years. 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 manager works closely with staff to monitor and evaluate the educational programme. She oversees staff's monitoring of the tracking sheets that they fill in for each child's development each term, to see if they are making progress as they should. This means that any delays or gaps in children's development can be easily and quickly identified and addressed. This again is monitored the following month to see whether the steps taken have been effective. Any causes for concern about a child's development are discussed with parents and other professionals brought in to give advice and guidance. Consequently, the teaching is good and children's learning is strong, given their individual starting points. There are good levels of self-evaluative practice in place. The experienced management team and staff have effectively identified areas of strength and weakness, and are proactive in ensuring that the service consistently improves. Parents' views are sought through questionnaires and any suggestions for improvement are taken on board and implemented. This shows that the management team and staff are able to continuously improve the nursery and, consequently, improve the care and learning for the children.

Partnerships between staff and parents are very positive. Parents spoken to comment on the friendliness of the staff and appreciate that they know all of the children in the nursery. They feel very comfortable leaving their children as they settled well during their first visits and they felt they could stay as long as their children needed them. Parents are confident to discuss any concerns that they have with the staff or the management team and appreciate that their comments are taken on board and acted on swiftly. The policies and procedures are shared with parents and they are aware that they are available in the entrance to nursery or on the website. The nursery has recently introduced a policy of the month and asks parents to help them to review it and to pass on their comments for any improvements. This means they can have some input to how the nursery operates and keeps them updated on the procedures that are followed.

## 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

<b>Unique reference number</b>	EY476668
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	967859
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	59
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Nursery House Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01912131066

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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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