

# Beach Hill Nursery

81 Beach Road, SOUTH SHIELDS, Tyne and Wear, NE33 2QT

<b>Inspection date</b>	28/10/2014
Previous inspection date	17/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 the staff team have a secure knowledge and understanding of how young children learn and develop. They carefully observe and assess children's progress to continually improve their learning.
- Children are happy and settled in this supportive environment because the staff are caring, friendly and kind. Key persons know their children well and respond to their needs appropriately. As a result, children feel assured as parents leave.
- Staff fully understand their role and responsibilities in safeguarding children. Clear procedures are followed to ensure children's welfare and safety is maintained effectively.
- Positive partnerships with parents ensure that children receive good, consistent care in a nursery that welcomes and actively encourages their involvement in their children's care and learning.

### It is not yet outstanding because

- Staff do not always use a wide range of descriptive words when conversing with older children, in order to help further expand children's expressive vocabulary.
- Opportunities for some children to make independent choices about what creative resources they would like to use and explore is not fully embraced.

## 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 observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, deputies, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day and from the nursery's own parent survey.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, and the provider's self-evaluation.
- The inspector carried out a joint observation with the deputy.

## Inspector

Janet Fairhurst

## Full report

### Information about the setting

Beach Hill Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a residential area of South Shields, South Tyneside 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 18 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds qualified teacher status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 84 children attending, of these 64 are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

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

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

- enhance even further older children's use of descriptive language, for example, by ensuring staff maximise all opportunities to model and use a wider range of expressive vocabulary
- review and reflect on the organisation of creative play materials within the Snowdrop Room, so that children can make independent choices about what resources they would like to use and explore.

## Inspection judgements

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

Children make good progress in their learning and development as staff have a thorough understanding of the Early Years Foundation Stage, and how young children learn. Sensitive observations, which are evaluated, are used by staff in order to assess children's abilities, interests and skills. They use this information to formulate personalised learning plans for each child. As a result, children are engaged in enjoyable, challenging experiences, which support their good progress towards the early learning goals from their individual starting points. Staff ensure that parents are kept well informed about their children's learning through daily discussions, and the sharing of children's learning journey records. Parents are actively encouraged to share their children's achievements obtained at home, and staff use this information in planning further activities. This collaborative approach means that children's progress is effectively shared and parents' contribution to their children's learning is valued.

Staff place good priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning, such as school. For example, staff teach children to share and take turns and cooperate with each other as they play. Children demonstrate their learning as they take part in practical activities such as cooking. They listen attentively to simple instructions when decorating their cupcakes and show and speak proudly about their achievements. The staff ask the children questions to develop their thinking skills. For example, as they prepare the icing sugar staff ask questions, such as, 'what could we use to mix it?', 'how many bowls do we need?' and 'what colour do they think it will be?' Throughout the nursery staff encourage children to express themselves. They listen attentively to what children have to say, and are responsive to very young children's first attempts to communicate. For example, staff working with the babies understand that babies communicate with adults by watching their faces, so staff make sure they sit at the babies level to enable plenty of eye contact. Older children hold simple conversations with both staff and their peers, enthusiastically recalling events such as their recent 'Halloween dark dark walk'. Staff frequently affirm children's efforts and discoveries with words such as, 'that's good', 'lovely' and 'that's nice'. This fosters children's sense of worth and self-esteem. However, staff have not fully considered how they can help older children to extend their expressive vocabulary, for example, by using a more extensive range of descriptive words during their conversations.

Children's personal, social and emotional development is fostered well. For example, staff encourage children's independence enabling them to carry out tasks for themselves. For instance, babies are supported to hold their drinking bottle while older children set the table for lunch and serve their own meals. Staff offer children a good level of supervision and interaction. They sit with the children and inspire them to take part in the various experiences by modelling play and talking to them. A good example, of this was seen as young toddlers enthusiastically explore the trays of paint using their hands and feet. Babies show curiosity and interest in a range of natural and other materials as they investigate the treasure baskets, turning objects over in their hands and using their mouths to explore taste and texture. These sensory experiences help children to find out about the world around them using information they see, hear, touch and smell. Older children have regular access to communication, information and technology equipment which supports their developing skills for the future well. Children's mathematical skills are enhanced when staff engage them in early counting through daily play-based activities and routines. They help children to count the number of cakes they have made and pause to allow children to join in with number names. Children count with staff as they count the number of forks they need for lunch time. These activities promote valuable skills children require in readiness for school. Children are physically active for example; they regularly play with resources that include paint, dough and construction materials and by doing so develop dexterity and strength in their small muscles. Babies have plenty of space to roll, crawl and move, and those who are learning to stand are supported by staff who are attentive to their needs. Outings to the nearby park provide opportunities for older children to run around expend energy and play on large physical play equipment. Also, children of all ages access the nursery outdoor area on a daily basis.

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

Children show that they feel very secure in the care of all staff as their well-being is at the heart of nursery practice. Good settling-in procedures ensure that staff obtain relevant information about parents' wishes, children's preferences and their routines, during visits which are tailored to their individual needs. This supports children's move into the nursery very well. The information is then reviewed on a regular basis to ensure that all details are up to date. Parents of babies are also encouraged to regularly communicate their babies' needs through daily diaries. Consequently, the children's needs and parents' wishes can be continually met. Family photographs are displayed at a low level and help to provide a link to home for the children. An effective key-person system means that children enjoy strong bonds with attentive staff who are responsive to their needs. As a result, all children are confident and motivated to explore the learning environment. This means that they feel emotionally secure and are actively engaged in their learning. Children are well supported as they move into the next age group. Each child's key person accompanies them on their visit to their new room. This enables them to become familiar with their new key person and adapt to their new environment.

Children are cared for in age-appropriate rooms where they generally have access to a good range of resources. However, staff within the Snowdrops Room tend to put out a very small selection of creative resources. This means that children are not always able to make independence choices, and direct this aspect of their play. Children's behaviour is managed well by staff, who provide consistent boundaries and use purposeful praise to support young children. Consequently, they understand what is expected and are able to play cooperatively and harmoniously together. This is good preparation for their move to school. Children show respect for one another and are beginning to understand the importance of safety through the various activities on offer throughout the nursery. This is because staff explain why safety is an important factor in using toys and equipment. They supervise children well and have sensible rules for everybody to follow. Consequently, children demonstrate safe practices as they play outdoors, and when using the stairs as they move around the nursery.

Children participate in a wide range of activities that contribute to their good health. For example, they go outside into the fresh air at regular intervals throughout the day, and take part enthusiastically in physical exercise and play. Regular outings to local parks and other visitor attractions, ensures older and more active children have more vigorous challenges which helps children of all ages develop a positive attitude towards exercise. Children are provided with a wholesome, nutritious and balanced diet, which are freshly prepared using fresh fruit and vegetables. Staff help children to understand why some foods are healthy and others are not through regular discussion and interesting topics. Mealtimes are relaxed social occasions when children and staff sit together around the table to enjoy their food and each other's company. The children are provided with regular drinks and water is always available. Children's individual needs are discussed with parents and staff record details of any specific requirements or allergies. This means children's

health and well-being are promoted well.

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

Children's welfare is safeguarded as all staff have a good understanding of their role and responsibility to protect children. Staff regularly attend training to ensure their knowledge and skills are updated and are aware of appropriate procedures to follow should they have a concern about a child. Recruitment procedures are robust and all staff are subject to Disclosure and Barring Service checks to ensure they are suitable to work with children. There are clear and well-understood policies and procedures in place for assessing risks to children's safety. For example, daily risk assessments are carried out by staff to ensure areas accessed by children are safe and any hazards are quickly identified and removed. The senior management team have a good understanding of their role in monitoring the delivery of the educational programmes and maintain an overview of the continuous provision for children in the indoor and outdoor environments. Effective systems are in place to monitor the progress made by each child attending the nursery. This ensures children's strengths and weaknesses are quickly identified and intervention is received at the earliest possible stage. This is further supported by effective supervision, induction and mentoring arrangements. This enables staff to discuss individual children's progress, address any issues and accurately identify training to support their own professional development, promoting the interests of children.

Good relationships have been established with parents. Staff provide parents with regular feedback about their child's routines, activities and achievements and they have frequent opportunities to discuss and review their child's progress with their key person. This helps to enhance relationships and ensures continuity of care and learning. Staff understand the valuable role parents play in children learning and provide them with good opportunities for them to become involved. For example, they have regular social events, play and stay activities, and use innovative projects, such as the 'Real Project' to help further promote children's literacy skills. Parents are highly appreciative of the nursery. They praise the commitment and warm friendly approachability of staff and comment on the good progress their children make while at nursery. Children benefit from the very positive links that staff have established with the local schools. This means that children are extremely well supported as they move onto school. Staff share children's progress with teachers to further aid transition and to promote consistency in children's care and learning.

The staff demonstrate a strong commitment to continuous improvement and effectively uses self-evaluation to identify areas for improvement. Action plans are in place to bring about continual development and everyone's views are valued, including those of parents and children. For example, parental questionnaires are provided and carefully analysed. The information is taken into account to help to identify strengths and prioritise development that will improve the quality of provision for all children. The staff team are very receptive to the advice given from the local authority advisor. This support along with the senior management and staffs' drive to improve the service they offer has successfully

enabled them to address the actions and recommendations from the previous inspection.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

<b>Unique reference number</b>	EY331620
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	962806
<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>	57
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Nash Childcare Limited
<b>Date of previous inspection</b>	17/12/2013
<b>Telephone number</b>	0191 455 2772

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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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