

# Sure Start Berwick Borough

Ladywell Place, Tweedmouth, BERWICK-UPON-TWEED, Northumberland, TD15 2AE



## Inspection date

Previous inspection date

26 January 2015

30 September 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a comprehensive understanding of the Early Years Foundation Stage. Children benefit from good quality teaching. At its best it is enthusiastic, imaginative and a key factor contributing to children's very good progress.
- Children for whom English is not their first language achieve well. They are extremely well supported in their language development and this helps them to progress well in other areas of learning.
- Key persons have an excellent knowledge and understanding of the children they care for. They are skilled, sensitive and help children to form secure attachments and feel very secure within the nursery.
- Transition arrangement for children within the nursery, as well as those in place for children who move on to other settings, are strong.
- Children are well safeguarded. This is because staff are very knowledgeable about their role and responsibility to keep children safe. Children are supervised well and the premises are safe and secure.
- There are effective links with parents and other professionals, which means staff are assisted in fully meeting the needs of all children.

### It is not yet outstanding because:

- Staff do not maximise all opportunities to help older children write letters of their name correctly.
- Occasionally during some creative activities staff determine what the end product will look like. This means that children's freedom to explore and experiment with their own creative ideas are not maximised.

## What the setting needs to do to improve further

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

- enhance pre-school children's already good early writing skills for example, by using children's name cards to show them what their name looks like when written down, and to enable them to copy the text correctly onto their own work
- review and reflect on the ways young children express and illustrate their thoughts and ideas during creative activities, for example, by enabling them to determine what the end product will look like.

### 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 centre locality manager, staff and children throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector checked evidence of suitability and qualification of staff working with children, and the provider's focused improvement plan.
- The inspector carried out a joint observation with the qualified teacher.

### Inspector

Janet Fairhurst

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their good knowledge of how children learn to provide a wide range of interesting activities and rich experiences to promote learning across the seven areas. Early literacy and numeracy skills are promoted well. Staff encourage babies and children to count, explore shapes, join in with stories, songs and rhymes and make marks with a wide variety of materials. Children develop very good language and communication skills and confidently talk together and with adults. This actively supports children in acquiring skills that they will need in readiness for school. Older children start to recognise the sounds that letters make. Some are ready to write simple letters. However, they are not always given enough guidance to write letters correctly. Babies and toddlers are provided with good opportunities to explore and investigate using their senses, such as paint, dough and collage items. However, not all children are given the scope to determine what their own end product will look like to fully express their creativity. Staff carry out regular and precise assessments which they use to plan children's individual next steps in learning. These are shared frequently with parents and ensure continuity of children's care and learning.

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

The nursery's settling-in procedures mean the move between home and nursery is a positive experience. As a result, children form strong emotional bonds with their key person. Staff are good role models and support children well with their understanding of what is acceptable behaviour. This helps to create a happy, purposeful atmosphere for learning and exploring. Children show a high level of independence and confidence as they happily select toys that interest them. They increasingly attend to their own needs, for example, they find their coats and hats and prepare for outdoor activities. Children show a good understanding of healthy eating and are always active during their time at nursery. Staff encourage children to test their physical skills and manage risk. Staff are vigilant, risk is measured and children develop the self-confidence to act safely.

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

Leaders and managers have a secure understanding of their responsibilities and children's welfare and safety are effectively promoted. All staff receive safeguarding training and have a secure understanding of the procedures to follow. Robust recruitment and vetting procedures are followed and ensure all adults working on the premises are suitable to do so. The quality of teaching is regularly monitored to make sure that it is consistently good. There are excellent links between the tracking of children's achievements and planning for what children need to learn next. Systems to analyse how well different groups of children achieve over time is in place and shared with staff. This enables staff to target any gaps in children's learning. Self-evaluation is effective and a key feature of everyday practice and procedures. As a result, leaders and managers have a clear overview of the nursery's strengths and weaknesses and have clear plans for future improvement.

## Setting details

<b>Unique reference number</b>	EY268464
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	860713
<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>	54
<b>Number of children on roll</b>	155
<b>Name of provider</b>	Sure Start Berwick Borough
<b>Date of previous inspection</b>	30 September 2009
<b>Telephone number</b>	01289 309734

Sure Start Berwick Borough Nursery was registered in 2004. It operates from a purpose built building, located on the outskirts of the town of Berwick and managed by the local authority. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 and above. The nursery is open Monday to Thursday from 8am until 6pm, and from 8am till 5pm on Friday, throughout the year closing for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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