

# Henshaw Nursery

Henshaw First School, Henshaw, HEXHAM, Northumberland, NE47 7EP



<b>Inspection date</b>	23 February 2015
Previous inspection date	4 October 2011

<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

- The quality of teaching is good and staff provide a broad range of interesting and challenging activities for children, which supports them to make good progress in their learning.
- Staff support children well to develop early language and communication skills and their physical, personal, social and emotional development. As a result, all children are motivated and enthusiastic learners.
- Effective partnerships between staff, parents and other professionals ensure that children's needs are quickly identified and met well. Staff encourage parents to be involved in all aspects of their child's development and continue learning at home.
- Children have good opportunities to make safe and independent choices. They learn to keep themselves and others safe. They behave well and are becoming increasingly responsible.
- The management team are reflective and drive improvement well. They demonstrate a strong commitment to promoting high-quality provision. Staff are qualified and have good knowledge of the Early Years Foundation Stage. They attend regular training, which has resulted in a positive impact on the learning experiences they offer for children.

### It is not yet outstanding because:

- Occasionally, children's interest is not highly stimulated during group time activities because staff do not consistently offer children high levels of support and interaction.
- The performance management system is not yet rigorous enough to ensure that the good standard of teaching is raised even higher so that children benefit from even more highly stimulating and motivating learning experiences.

## What the setting needs to do to improve further

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

- review the organisation of group time activities so that staff are able to consistently offer children high levels of support and interaction, in order to ensure that children's interest is highly stimulated
- extend systems for performance management to promote even higher levels of quality of teaching, for example, by further developing peer-on-peer observations; so that children continually benefit from even more highly stimulating learning experiences.

### Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector spoke to the provider, staff and children throughout the inspection, when appropriate.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written comments in the provider's own survey.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of staff qualifications, evidence of their suitability to work with children and the provider's evidence of self-evaluation.

### Inspector

Emma McKeown

## Inspection findings

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

Children are happy and enthusiastic learners. They are eager to be involved in activities and explore their environment. They benefit from positive interactions with staff, who accurately identify children's skills and plan for the next steps in their learning and development effectively. As a result, children make good progress given their starting points. Children are motivated to learn as they freely help themselves to resources available to them. For example, staff encourage children to use their problem-solving skills as they work cooperatively to complete jigsaw puzzles. However, sometimes during group time activities, children's interest is less focused because staff do not consistently offer children high levels of support and interaction. As a result, children are not always fully engaged in their learning. Children are supported well in their communication skills as staff model effective use of language for thinking and questioning. Children are very confident with their physical abilities and have a wide range of activities to develop these skills further and provide challenge. For example, children practise their balancing skills as they help each other to walk along planks outside. Staff recognise the importance of working in partnership and keep parents well informed about their child's learning. Guidance from professionals involved with children who have special educational needs and/or disabilities is used well to inform their individual planning. This helps key persons ensure that all children make good progress given their starting points.

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

Flexible settling-in procedures enable children to form secure attachments with their key person. This supports children's well-being and, in turn, has a positive impact on their learning. Staff are fully aware of the importance of meeting children's individual needs. This helps children to feel safe, secure and confident to explore. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. Children behave in ways that are safe for themselves. For example, they brush up spilled sand from the floor to prevent children slipping. Children's behaviour is good. Staff are good role models to children, frequently offering praise and calmly establishing expectations. Children are emotionally prepared for the next stage in their learning and development. This is because staff support them in making the move on to school when the time comes.

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

The management team demonstrates a secure knowledge of the learning and development requirements and how to keep children safe. The management team is committed to improving outcomes for children. However, the management team has not yet fully maximised the systems for performance management. There is scope to further raise the quality of teaching to an even higher level, so that children make the best possible progress. For example, by further developing peer-on-peer observations to enable staff to share their knowledge and expertise with each other.

## Setting details

<b>Unique reference number</b>	EY425242
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	852573
<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>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Henshaw Nursery
<b>Date of previous inspection</b>	4 October 2011
<b>Telephone number</b>	01434 344 324

Henshaw Nursery was registered in 2011. It is situated on the site of Henshaw First School. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level three and above. The nursery opens from Monday to Friday during term time. Sessions are from 9am until 3pm, Monday to Thursday and 9am until 1pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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