

Newport Children's Centre

Newport School, St. Pauls Road, Middlesbrough, Cleveland, TS1 5NQ



Inspection date

4 March 2015

Previous inspection date

30 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Partnerships with parents are very strong because staff get to know families well. Staff understand children's individual needs and ensure that all children and families feel safe, secure and respected.
- Children are developing good communication and language skills. Staff use a wide range of activities, such as songs, stories and pictorial signs throughout the day.
- Children are safeguarded well because staff understand their responsibilities to protect them from harm. Staff know who to contact if they are worried about a child's welfare.
- All children are making good progress in their learning and development. Staff carefully plan for children's individual needs and stage of development.
- The leadership and management team check the quality of provision regularly and support staff to constantly improve the quality of teaching.
- The management team work closely with staff to monitor the progress children make. Consequently, any gaps in children's learning are promptly closed.
- Staff follow children's individual care routines and meet their physical and emotional needs well. Consequently, children have high levels of confidence and self-motivation.

It is not yet outstanding because:

- Staff do not always promote children's counting skills during everyday routines.
- Staff do not display a range of words and phrases that represent the cultural background of the children who attend the setting.

What the setting needs to do to improve further

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

- enhance the learning environment to include more opportunities for children to build on their counting skills through everyday activities
- display more examples of words and phrases that reflect the home languages and cultural backgrounds of the children who attend the setting.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Eileen Grimes

Inspection findings

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

All children enjoy attending the setting and they are eager to play with their friends when they arrive. Staff know children well and plan activities to stimulate and meet their individual needs. Children who speak English as an additional language and those with special educational needs and/or disabilities, are also supported well. Resources reflect the range of cultures of the children who attend the setting. However, staff display fewer examples of words or phrases that reflect the home languages or cultural backgrounds of the children. Staff know how to support all children's next steps in learning and work with parents to ensure a consistent approach to learning is followed at home and in the setting. As a result, all children are making good individual progress. Children choose from a good range of resources and staff are deployed well to support their play and offer ideas. Children enthuse as they build towers using various bricks. Staff support their thinking by asking purposeful questions, such as, 'What will happen now?' However, staff do not always use opportunities at snack time to count with children to promote their counting skills. Older children are developing skills to support their future learning. They listen well and follow instructions. In addition, they share resources with each other and have created good relationships with staff and their peers.

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

Children are cared for very well. Each child is assigned a key person and the good relationships between staff and children is apparent to all who visit the setting. This makes children feel safe. Children understand the daily routine and anticipate key times, such as mealtimes. They wash their hands and are beginning to take care of their own hygiene needs. Snacks are nutritious and balanced and children sit in small friendship groups while eating. Staff maximise these opportunities to further develop children's physical and independence skills. For example, children are encouraged to help prepare their own snack. Children who have lunch, access the school dining room. This further supports children's preparation for school life.

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

The management team clearly understand the requirements of the Early Years Foundation Stage. They monitor the quality of teaching and hold weekly staff meetings to discuss the planning of activities. Staff attend regular training courses to develop their professional capabilities. In addition, the management team hold supervision and appraisal meetings to discuss staff's training needs. Staff have recently completed further degree qualifications. As a result, they are highly qualified and support staff by working alongside them in the rooms to role model best practice. Staff feel they are supported well. Furthermore, there is a clear drive for continuous improvement. The whole team set challenging but realistic targets to improve outcomes for children. Good relationships have been formed with other professionals and the manager and her team know where to access advice and support when required.

Setting details

Unique reference number	EY279117
Local authority	Middlesbrough
Inspection number	856205
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	44
Name of provider	Joyce Errickson
Date of previous inspection	30 November 2009
Telephone number	01642 803664

Newport Children's Centre was registered in 2004. The setting employs seven members of childcare staff. Five hold appropriate early years qualifications at level 3, including three with early years degree qualifications. The setting opens from Monday to Friday term time only. Sessions are from 8.30am until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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