

Princess Louise Pre-School Nursery



Isabella Community Centre, Ogle Drive, Blyth, Northumberland, NE24 5EH

Inspection date	20 April 2015
Previous inspection date	1 February 2011

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

- The well-qualified staff team plan a broad range of activities to promote children's learning across all seven areas. They use their good knowledge and understanding about how children learn to help them to gain new skills. This helps to prepare children well for their next stage in learning and their move to school.
- Children grow in confidence and independence. They develop a sense of security due to the positive support from staff that promotes their sense of belonging, self-esteem and interest in learning.
- Staff provide a safe and welcoming environment. As a result, children thoroughly enjoy their time at the nursery. Also, parents are confident that their children are well looked after.
- Staff have a good knowledge of safeguarding policy and practice. They clearly know the procedures to follow if they have a concern about a child in their care.
- Attention to reflective practice means that the manager and staff work well as a team, promoting continuous improvement. This process takes into account the ongoing views of parents and children.

It is not yet outstanding because:

- Occasionally, group sizes are too large for adult-led activities, which means, at times, all children's interest is not maintained.
- Staff do not always consistently use a range of teaching strategies, such as open-ended questions, particularly in the outdoor area.

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 adult-led activities to ensure they consistently capture and maintain all children's interest
- enhance the use of a wider range of teaching strategies, for example, by encouraging all staff to use even more open-ended questions, particularly outdoors to help children explore their own ideas.

Inspection activities

- The inspector had a tour of the premises and observed activities indoors and outdoors.
- 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 suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers through discussion at the inspection.

Inspector

Lynne Pope

Inspection findings

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

Staff accurately observe children and use the information gained to measure their progress from their starting points. As a result, children enjoy rewarding activities, which are effectively planned and organised. They become actively engaged in age-appropriate activities, where they choose what they would like to do. For example, they take delight in dressing-up as a tiger, after listening to a story about a tiger. However, some adult-led activities are too large, such as at the start of each session. This means that not all children are fully engaged in meaningful activities. Staff promote children's communication skills well. They repeat what children say, so that they hear the correct way to pronounce the words. Children's learning at home is well supported through the secure and effective partnerships with parents. In particular, parents spend time in the nursery each day, helping their child to find their name card and helping more able children to write their name. This has a positive impact on the learning experiences offered to children.

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

Children learn about the benefits of a healthy lifestyle. Staff make effective use of daily routines to enable children to enjoy healthy snacks and children learn how to prepare their own foods, such as sandwiches. The premises are welcoming and children benefit from easy access to the secure outdoor play area, where they explore and enjoy energetic play. Appropriate water proof clothing is provided, so that children access this in all weathers. They learn how to kick a ball and explore the new mud kitchen. Staff continually talk to children and discuss what they are doing. However, in their enthusiasm to teach children, they do not consistently ask open-ended questions to enable them to think of their own ideas in response. Staff prepare children emotionally for moving onto school. They teach them to become independent in dressing and undressing themselves and to be self-sufficient in using the bathroom.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. There are effective arrangements for the safe recruitment and supervision of staff. The manager monitors staff performance well through working alongside them and carrying out peer observations. This helps her to feedback effectively to staff to improve their practice. Training is identified through appraisal meetings. Attendance at 'Every Child a Talker' training has resulted in the introduction of effective behaviour management strategies. The manager monitors children's progress in their learning and development. Where gaps in learning are identified, additional support from other professionals is sought. This approach enables them to identify targets, so that those gaps are minimised or closed. Staff send on children's progress trackers, entry and exit reports to nursery, school or other settings when they are due to move. This means development information is shared to help the new setting to find out about the child.

Setting details

Unique reference number	EY355191
Local authority	Northumberland
Inspection number	857476
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	58
Name of provider	Princess Louise Pre School Nursery Committee
Date of previous inspection	1 February 2011
Telephone number	01670 546 099

Princess Louise Pre-School Nursery was registered in 2007. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, during term time. Sessions are from 9.05am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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