

The Co-operative Childcare Newbiggin

Newbiggin Hall Childrens Centre, Newbiggin Lane, NEWCASTLE UPON TYNE, NE5
1LZ



Inspection date

4 March 2015

Previous inspection date

28 January 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

- Staff consistently take the children's lead when planning activities and pay consideration to their interests. This allows them to plan purposeful activities that provide children with good levels of challenge and motivates them to learn.
- The provision for children with special educational needs and/or disabilities and for those who speak English as an additional language, is strong. As a result, all children make good progress as they prepare for the next stage in their learning, including school.
- Children show that they have formed secure attachments with the staff. They are happy and enjoy their time in the nursery. The good relationships with their key person and the use of a buddy to cover in their absence, effectively promotes their emotional well-being. Children understand expectations, are helpful and behave well.
- Staff have a good knowledge and understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children.

It is not yet outstanding because:

- On occasions, staff do not have time to receive feedback when children move from one key person to another. This means their understanding of children's progress in their learning and development, is not consolidated.
- Children's good health is not fully promoted at all times. Occasionally, staff overlook wiping children's runny noses.

What the setting needs to do to improve further

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

- enhance children's progress even further by ensuring that all staff have the time to receive feedback when children move from one key person to another to strengthen and deepen their current learning and development
- promote children's good health further by ensuring that children's noses are wiped as and when needed, particularly at mealtimes.

Inspection activities

- The inspector had a tour of the premises and observed activities indoors and outdoors.
- The inspector met with the area manager, manager and deputy 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 to measure their progress from their starting points. They effectively promote children's communication and language skills through play and conversation. For example, children aged between two and three years, make their own play dough and staff discuss how to do this with them. Children listen well as staff give them instructions, such as fetching some water to add to the mixture. Children show their understanding as they go and get some from the sink. Staff use sign language with children. This means children with delayed speech or those who speak English as an additional language, learn different ways to communicate. Pre-school staff have attended early literacy skills training. As a result, they have changed their practice when introducing letters and sounds to children, resulting in more effective learning. They work hard to involve parents in their children's learning. For example, they share the initial sound of the week. Children bring in items linked to the sound and they are discussed at group times. This helps to support children's progress in learning at the nursery and at home.

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

Mealtimes are happy, social occasions and staff make good use of these opportunities to teach children independence skills. For example, older children get their own plates and cups and serve themselves their own food. Young children are encouraged to feed themselves. However, there are occasions during the day when children's runny noses are overlooked. This does not promote positive hygiene, particularly while children are eating their meals. Staff teach children about the benefits of exercise and being healthy. Children have daily outdoor activities, which promotes their physical well-being. Books are shared with children that focus on the changes in their bodies when they do exercise. Staff plan practical activities, so children can feel the change in their heartbeat and talk about this.

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

The provider and management team understand their responsibilities to implement the requirements of the Early Years Foundation Stage. Recruitment procedures are robust and ensure that staff are skilled and suitable for their roles. Ongoing suitability is monitored through management and peer observations, one-to-one meetings, annual appraisals and training. The whole staff team are clearly committed to continued improvement and constantly reflect on and share good practice. They involve parents and children in regular reviews. This results in changes that benefit all the children who attend. Children's progress and learning are monitored effectively by the management team. This ensures any gaps are quickly identified and supported. Children's move to the next room in nursery is supported through their development files being passed to their new key person. However, staff do not always have the time to receive feedback to consolidate their understanding of children's progress so far. Effective links are in place with local schools, which enables staff to support children's move onto full-time school.

Setting details

Unique reference number	EY336990
Local authority	Newcastle
Inspection number	862711
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	124
Name of provider	Places For Children Ltd
Date of previous inspection	28 January 2011
Telephone number	0191 2713506

The Co-operative Childcare Newbiggin was registered in 2006. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and above, including the manager who holds an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

