

North Tynies NNI

Bellingham School Site, Redesmouth Road, Bellingham, Hexham, Northumberland,
NE48 2EN



Inspection date

11 June 2015

Previous inspection date

23 September 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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		Outstanding	1
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

- Children are safe in the setting. This is because the manager ensures that safeguarding children's welfare is of the highest priority. Staff are knowledgeable, well trained and vigilant as children play. A range of robust policies and procedures promote health and safety and are evident in practice.
- Staff encourage children to make healthy choices and to understand the need for regular fresh air and exercise. Children enjoy a variety of nutritious snacks and meals and enjoy outdoor play each day.
- Children clearly love being in the setting. They form very strong bonds with staff who know them very well and help them develop into confident learners.
- The manager is committed to continually developing the setting in order to meet the needs of children, their families and the community. The views of children, parents and staff are collected and valued as part of this process and help shape action plans.
- The manager and staff have a very good understanding of the requirements of the Early Years Foundation Stage. Children's progress is effectively tracked and regularly reviewed to ensure that any gaps in learning are planned for.
- Partnerships with parents, schools and professional are used to extremely good effect to support children's care, learning and development needs.

It is not yet outstanding because:

- Staff do not always encourage the youngest children to think about and find solutions to problems.
- Staff do not always ensure that children have the resources available to use their developing literacy skills in a wide range of contexts during their play.

What the setting needs to do to improve further

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

- enrich further children's thinking skill development by encouraging them to think about their own ideas and ways to solve the everyday problems they face when playing
- ensure that children always have the opportunity and resources to use their developing literacy skills in a range of contexts during their play.

Inspection activities

- The inspector completed a joint observation with the manager and assessed the quality of teaching.
- The inspector spoke to a member of the committee, the manager, staff, parents and children during the inspection.
- The inspector completed a tour of the setting and observed teaching inside and outside.
- The inspector viewed a range of policies, procedures, risk assessments, children's records, staff qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

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

All children make good and sometimes outstanding progress in the setting. This is because very good systems for observation, assessment and planning are in place and teaching is good. Staff are skilled at supporting children to learn and progress from their starting points. They play alongside children, questioning and extending their knowledge as they investigate and explore their surroundings. However, sometimes staff are too quick to intervene instead of encouraging children to think of solutions to problems as they arise. Children are well supported to be ready for their next stage of learning. Older children are encouraged to plan and review activities so that they can make improvements. Generally, children have access to a good range of resources and experiences that support the development of literacy skills. However, this could be further extended outdoors.

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

Children behave exceptionally well because their emotional and physical needs are met. Staff get to know children very well. As a result, they are sensitive to children's individual needs and are able to offer help, support and comfort when it is needed. The setting is welcoming, attractive and inviting. A variety of colourful displays celebrate children's achievements and signpost parents to information and services. Children have access to a range of developmentally appropriate resources across all areas of learning, inside and outside. Staff encourage children to be independent and take risks so that they are able to learn how to keep themselves safe. Settling-in processes are extremely well organised and help children feel secure. Parents share information about their child's character, interests, needs and routines so that staff can provide consistency of care. Furthermore, highly effective procedures support children as they move on to school. Staff work closely with teachers to help children become familiar with the classroom before they start.

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

Leadership of the setting is strong. The manager works closely with the deputy and the directors of the committee to ensure that standards of care and education are consistently high. Recruitment and induction processes are robust and ensure that children are kept safe. An extremely well-structured system of performance management and supervision is in place and all staff are well supported. Highly qualified staff support those less qualified very well and training has a positive impact on practice. For example, children love the mud kitchen, which was developed after whole team training as part of a continued drive to improve the outdoor environment. Staff are evaluative, reflective and alter practice and implement interventions in response to individual needs. They work closely with colleagues to ensure that assessments are accurate and planning reflects children's next steps in learning. Furthermore, staff encourage parents to be involved in assessments by sharing children's achievements at home.

Setting details

Unique reference number	EY307505
Local authority	Northumberland
Inspection number	848951
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	140
Name of provider	North Tynies Childcare Ltd
Date of previous inspection	23 September 2009
Telephone number	01434 220716

North Tynies NNI at Bellingham Children's Centre is part of a committee-run organisation with five settings. It was registered in 2005. The setting employs 16 members of childcare staff. All of whom hold appropriate early years qualifications at level 3, including the manager who has the National Professional Qualification in Children's Centre Leadership and the deputy manager who has Early Years Professional status. The setting opens from Monday to Friday all year round, with sessions from 8am until 6pm. The setting 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 and children with special educational needs and/or disabilities.

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