

Denbigh Integrated Centre

Denbigh Avenue, High Howdon, Wallsend, Tyne and Wear, NE28 0DS



Inspection date

Previous inspection date

18 June 2015

5 October 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		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 make good progress. Staff observe and assess children's learning regularly in order to understand their current stage of development. This enables them to plan stimulating activities to challenge them and extend their learning even further.
- Children with special educational needs and/or disabilities are well supported. Staff have an excellent relationship with other professionals and incorporate children's individual targets effectively into their planning. Additional support is provided to enable children to explore activities fully.
- Staff work extremely well with parents. Excellent communication between home and the setting enables parents and staff to work together to support children. For example, parents love sharing the weekly rhymes and stories that are sent home.
- The manager and staff have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively, should they have a concern about the welfare of a child.
- Partnerships with the host school are excellent. Children are exceptionally well prepared emotionally when they move into their nursery year. This is because high-quality experiences are provided to introduce them to their new environment and key members of staff.

It is not yet outstanding because:

- There are occasions when staff do not adapt their language as effectively to meet the needs of some children with special educational needs and/or disabilities.
- Sometimes the bicycles in the outdoor area distract other children from their activities, causing them to lose concentration.

What the setting needs to do to improve further

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

- improve ways of adapting language to meet the needs of children with special educational needs and/or disabilities, for example, by consistently using single words and simple phrases to enable them to learn new words
- review the organisation of the bicycles in the outdoor area so that children have space for uninterrupted play, to enhance their good concentration skills further.

Inspection activities

- The inspector viewed all parts of the setting accessed by children, including the outdoor environment.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the main playroom, out of school room and outdoor environment.
- The inspector carried out a meeting with the manager and assistant team leader of the setting, and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of children, parents and carers spoken to during the inspection.
- The inspector carried out a joint observation with the qualified teacher.

Inspector

Elizabeth Fish

Inspection findings

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

Children enjoy their time in the setting, where teaching is good and sometimes outstanding. Staff plan a stimulating range of activities across the seven areas of learning to motivate children. For example, children eagerly explore paints with their hands. They enjoy watching the colours as they mix them together. Excellent support maximises children's involvement in the activity and introduces key concepts, such as colour and shape. These activities prepare children well for the next stage in their learning. Children demonstrate good levels of concentration as they eagerly join in activities, such as rolling balls outside. However, sometimes children are distracted by the bikes nearby and occasionally lose concentration. Staff generally use effective communication strategies to support children with special educational needs and/or disabilities. Strategies, such as eye contact, signing and simple words and phrases, involve children in the activity. They become very excited and use words to communicate with others. However, sometimes staff use sentences that are too long. On these occasions, children are not as involved in the activity.

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

Staff are highly skilled and sensitive to the needs of each child. They know each child as an individual and recognise when children need additional support. As a result, children are very happy and settled. Staff have developed highly effective strategies to engage all parents. Many parents stay and play with their children at the beginning of the session. As a result, children are incredibly confident and motivated to learn. Parents comment that their children have grown in confidence. This demonstrates that children are emotionally secure. Children settle extremely well when they start at the setting. Staff work closely with parents to ensure the arrangements for settling children in successfully meet their emotional and physical well-being. Children choose whether to play inside or outside throughout the session. A range of high-quality experiences are provided outside. For example, some children are supported to develop their climbing and balancing skills, while other children engage in imaginative play activities.

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

The manager and her assistant form a very strong team and they demonstrate a good understanding of the requirements of the Early Years Foundation Stage. They use their qualifications well to maintain a good overview of the educational programmes. They hold regular discussions with staff to ensure they understand children's interests and stage of development. Assessments are monitored effectively and appropriate intervention is provided. The manager checks the quality of teaching and works alongside staff, regularly reviewing and sharing practice. This, in conjunction with good supervision arrangements and training, supports staff to improve their already good practice. Areas for further development are identified, through consultation with staff and parents, and are used well to set targets and drive improvement.

Setting details

Unique reference number	310196
Local authority	North Tyneside
Inspection number	867922
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	24
Number of children on roll	45
Name of provider	North Tyneside Council
Date of previous inspection	5 October 2011
Telephone number	0191 2007371

Denbigh Integrated Centre was registered in 1999. The setting employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3 or above. The manager holds a degree and the assistant team leader is an Early Years Professional. The setting also has support from a qualified teacher. The out of school club opens from 8am until 9am and 3.15pm until 6pm, Monday to Friday, during term time only. The nursery is open from 8.45am until 3.15pm, Monday to Friday, during term time only. There is also a school holiday club, which is open from 8am until 6pm. The setting provides funded education for two- and three-year-old children.

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