

# The Elmfield Nursery

1 Westfield Grove, Newcastle upon Tyne, Tyne and Wear, NE3 4YA



## Inspection date

24 June 2015

## Previous inspection date

20 January 2010

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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The extremely well-qualified staff team provide a broad range of experiences that support the children to develop a positive sense of themselves and others. As a result, children are emotionally prepared for their next steps in learning.
- Partnerships with parents are extremely strong. Effective communication channels ensure there is always a two-way flow of information, knowledge and expertise between parents and staff.
- The management and staff ensure that children's safety and well-being are paramount. Policies and procedures are effectively implemented and shared with all those concerned with the nursery. In addition, children are taught to identify and manage risk for themselves so that they learn how to keep themselves and others safe.
- Staff obtain very good information from parents about their children's skills and capabilities, when children first start. A variety of subsequent observations help staff to assess children's learning. These provide a full and accurate picture of children's progress in their learning and development.
- Staff are very good role models, both in teaching and involving children in learning about how to behave well and adopt good manners.
- The managers include staff, parents and children in the self-evaluation process. They use all feedback to help identify priorities for improvement so that all aspects of the nursery provision and practice are in a continuous improvement cycle.

### It is not yet outstanding because:

- Occasionally, staff do not always provide full and meaningful answers to children's questions and prompt children too readily by providing their own ideas.
- There are occasions when staff do not make best use of the outdoor learning environment for some groups of children.

## 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 ability to think for themselves and extend their knowledge and understanding by adopting different teaching techniques, for example, by providing more explanations to satisfy children's curiosity and explore meanings, and by asking different styles of questions so that children can predict and develop even further, their own ideas
- maximise all opportunities to ensure all groups of children use the outdoors during the morning and the afternoon, regardless of other factors occurring in the nursery.

### Inspection activities

- The inspector viewed all areas of the nursery, both inside and outdoors.
- The inspector observed interactions between staff and children, talked with children and discussed aspects of policy and practice with managers and staff.
- The inspector conducted a joint observation with a member of staff with Early Years Professional status.
- The inspector checked the evidence of the qualifications and suitability of all staff that work in the nursery.
- The inspector viewed a wide range of documents including children's files and assessment records, relevant policies and procedures, and the nursery's self-evaluation form.
- The inspector spoke to a selection of parents and carers on the day, taking their views into account.

**Inspector**  
Janice Caryl

## Inspection findings

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

Staff ensure that there are a good range of adult-focused and child-initiated activities available. Babies enjoy a wealth of sensory activities, such as, sand, cereal and spaghetti play. Staff working with two-year-olds make singing, rhymes and stories exciting and stimulating. Children enjoy shaking their home-made instruments to the songs or using puppets to become animatedly involved in the story line. Children are actively listened to throughout the whole of the nursery. Staff use as many ways of listening to children as they can, such as always giving children time and choice. Children choose what to play with both inside and outside, by using personally made toy catalogues. This results in children who are motivated and eager to learn. Staff interact effectively with children, observing carefully and suitably challenging them to make good progress in their learning and development. However, on occasions the enthusiastic staff miss some opportunities to help children extend their learning, by providing more meaningful explanations. For example, when some children ask questions staff move on too quickly or offer their own suggestions too readily.

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

Children are extremely happy and confident in the nursery, which is warm, friendly and inviting. Staff provide many opportunities for children to become independent and self-sufficient. For example, pre-school children in the Owls room are proficient at serving themselves at lunchtime. Children demonstrate very good manners and social skills as they help each other and learn to clear away after themselves. Children love using the well-resourced and stimulating outdoor environment. Staff set times to ensure that all children, regardless of their age or ability enjoy the outdoors in all weather conditions. Children play safely and securely in designated areas that offer a wide variety of learning opportunities. However, due to other factors occurring on the day, some groups did not get the full benefit of playing outside. This is a drawback to those children who learn best by being outdoors.

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

The leaders and managers ensure that all the requirements of the Early Years Foundation Stage are well met. There are very clear accountability and management arrangements in place, which contribute to the good quality and high standards. Staff deployment is very good, which ensures the safety and well-being of all children. Senior staff complete regular checks to ensure the environment and staff practice remain at a high level of quality. Staff recruitment and performance is rigorously observed through effective induction, supervision and appraisal meetings. The programme of continuous development is regularly reviewed and staff value highly the opportunities to develop their skills even further. As a result, staff are always well motivated and enthusiastic. This has a positive impact on the good progress children make in their learning and development.

## Setting details

<b>Unique reference number</b>	319169
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	868560
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	75
<b>Number of children on roll</b>	154
<b>Name of provider</b>	Jesmond Nurseries Ltd
<b>Date of previous inspection</b>	20 January 2010
<b>Telephone number</b>	0191 284 6060

The Elmfield Nursery was registered in 1996. The nursery employs 32 members of childcare staff. Of these, six hold appropriate early years qualifications at level 6, including two staff who hold Early Years Professional status or Early Years Teacher Status. Four staff hold a relevant qualification at level 5; nine hold a childcare qualification at level 4 and 13 staff hold a relevant qualification at level 3. The nursery opens for 51 weeks of the year from Monday to Friday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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