

Ashington Minors

Back Sycamore Street, ASHINGTON, Northumberland, NE63 0AH



Inspection date

18 May 2016

Previous inspection date

19 May 2015

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not plan and organise activities to make the most of all learning opportunities and to build on children's interests. As a result, some children, particularly the youngest, do not fully engage and learning opportunities are missed.
- Managers have yet to embed systems which fully monitor and evaluate the impact of teaching on children's learning. In particular, the range and suitability of activities are not checked well enough to ensure both individual and groups of children make good or better progress across all areas of the curriculum.
- Systems for staff supervision, whilst improved, need time to embed in order to have an even greater impact on improving the quality of teaching.

It has the following strengths

- The management team have worked hard to improve practice since their last inspection. They have transformed the nursery's outdoor space and are developing systems to support and promote more effective teaching.
- Children's confidence, self-care skills and their personal development are progressing well.
- Staff liaise effectively with parents and external partners, ensuring all children get the support they need. Staff share children's learning and progress regularly with parents and support them to extend their child's learning at home. Parents speak highly of the setting, particularly the caring nature of its staff.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

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| ■ improve the planning and organisation of activities to ensure all children are engaged and teaching supports children's learning. | 24/06/2016 |
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To further improve the quality of the early years provision the provider should:

- improve the use of available data as part of the self-evaluation process, ensuring this is used effectively to both inform ongoing planning, and to re-focus attention on monitoring the impact of what the setting provides on children's learning and development
- embed systems for supervision to ensure that staff receive the individualised support and training they need to reflect on and improve the quality of their teaching practice further.

Inspection activities

- The inspector observed activities in all playrooms as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures, self-evaluation and improvement planning documents.

Inspector

Jayne Utting HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Children are continually supervised because staff deployment is addressed well in playrooms and the outdoor area. Staff are aware of their responsibilities to protect children from harm. They ensure risk assessments are sufficient and that the nursery is safe for children. Senior leaders are dedicated and committed. Time and stability are now needed to consolidate their work and ensure a renewed focus on what children are learning, in order to further improve the quality and impact of their work. Priorities identified in the nursery's improvement plan are accurate. However, the use of available data, particularly about the progress of target groups across the curriculum, is not used to inform on-going planning and to monitor impact. Arrangements for checking staff performance have been improved. However, observations of teaching are not used effectively as part of the appraisal process. Consequently training plans are not yet sufficiently focused on the individual needs of staff.

Quality of teaching, learning and assessment requires improvement

Older children begin to problem solve, for example, as they work out how to complete increasingly difficult jigsaw puzzles. Younger children enjoy using their senses to explore the 'muddy puddle,' delighting in the texture and taste of the chocolate and water mix. Staff nurture babies' early attempts at communication by copying the sounds they make and repeating back single words. Staff observe children as they play and use this information to assess what children need to do next to progress. However, this information is not used as well as it could be when planning activities. As a result, there is a lack of focus on what children will learn from these experiences and activities. This slows the pace of learning as teaching is not sufficiently focused on the individual needs of children. In particular, activities do not always support the needs and interests of the youngest, non mobile children.

Personal development, behaviour and welfare are good

Children develop close relationships with staff and understand the routine for the day. This helps them to feel safe and secure. Where children speak English as an additional language, words in their home language are displayed on the wall. This helps both them and their parents feel welcomed and included. All staff are calm and caring, and give children clear and consistent messages about what is appropriate behaviour. Children learn to share toys, enjoy social mealtimes and play with other children. The nursery has worked hard to improve this area of practice since the last inspection. The outside area has suitable and safe equipment to provide challenge for children and motivate them to develop their physical skills.

Outcomes for children require improvement

Children are making steady progress in their learning and development, and in readiness for school. This includes children with additional needs and those who speak English as an additional language. Any gaps in individual progress are identified and planned for by each child's key person. However, staff lack knowledge about how to effectively engage and promote all children's learning to ensure outcomes for children are consistently good.

Setting details

Unique reference number	EY346062
Local authority	Northumberland
Inspection number	1031735
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	66
Number of children on roll	128
Name of provider	Ashington Minors Ltd
Date of previous inspection	19 May 2015
Telephone number	01670 858887

Ashington Minors Nursery was registered in 2007. It is situated in Ashington, Northumberland and is owned and managed by two private individuals. Staff hold appropriate early years qualifications at level 5, 4 or 3. The nursery opens from Monday to Friday for 51 weeks of the year and is closed on bank holidays. Sessions are between 7am until 6.30pm. There is also a wrap-around service and an out-of-school provision. The nursery provides funded early education for two- and three-year-old children.

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