

# Newcastle Bridges Nursery

c/o Kenton College, Drayton Road, Newcastle Upon Tyne, NE3 3RU



## Inspection date

30 June 2016

Previous inspection date

12 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Overall, the quality of teaching is good and some aspects are outstanding. Staff use their qualifications, knowledge and skills well to plan purposeful, exciting activities that reflect children's stage of development.
- Parents are kept well informed about the progress their children are making. They talk regularly to staff, share what their children have been learning at home and gain advice from staff in order to extend this learning even further.
- Support for children's emotional and physical well-being is exceptional. Staff provide extremely high levels of care and place children's welfare at the heart of everything they do.
- The manager works well with other staff and members of the senior leadership team to accurately identify areas for improvement, taking account of the views of parents and children.
- Partnerships with external agencies and services, such as health visitors, are good. Information sharing is effective and helps to meet children's individual needs.
- Children show excellent independence skills for their age. They show high levels of motivation when selecting their own resources from a vibrant, stimulating environment.

### It is not yet outstanding because:

- There are slight variations in practice that are not always effectively picked up and addressed quickly enough to ensure the highest quality of teaching and learning is achieved.
- Although the manager has a good overview of the progress of individual children, she is not yet closely monitoring the progress made by different 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:

- extend monitoring procedures so that they are more precise in identifying slight variances in practice, in order to achieve the highest possible standards of teaching and learning
- analyse how different groups of children are progressing, in order to target intervention even further and promote their achievements to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nominated person, manager and lead practitioner. She discussed relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding of policies and procedures to help to keep children safe in the nursery. All staff, including apprentice staff, know how to proceed and who to contact should they have any concerns regarding a child's welfare. A good overview of educational activities is maintained across the nursery. The manager spends time working in all rooms, ensuring experiences offered reflect children's interests and stage of development. Overall, staff are provided with good supervision and in-house training opportunities to help them to improve the effectiveness of their teaching.

### Quality of teaching, learning and assessment is good

Staff support the communication and language skills of the youngest children in a highly effective way. They model key words exceptionally well and use effective strategies, such as getting down to children's eye level when talking to them. A wide range of activities is provided, both indoors and outdoors, that reflects children's interests and their current stage of development. Staff are quick to act upon their observations of children's learning. For example, when they observe children making marks with large paintbrushes on the low-level windows outside, plans are made to provide more opportunities the following day. Children's exploration and investigation skills are promoted well. Very young children enjoy the sensation of playing with resources, such as cooked spaghetti. Older children enjoy exploring the outdoor area and use magnifiers when they hunt for bugs.

### Personal development, behaviour and welfare are outstanding

Relationships across the nursery are superb. Staff help children to develop strong attachments with them. They give them their full attention, engage them in playful interactions and respond quickly to their emotional and physical needs. Routines throughout the day are managed in a highly effective way. Visual images are presented in key areas to ensure there is consistency in activities, such as nappy changing. Staff help children to understand skills, such as turn taking, sharing and respecting each other. Children show high levels of self-control when interacting with each other and are developing into motivated, confident learners. Their behaviour is excellent and they demonstrate strong awareness of behavioural expectations within the nursery. Children are supported exceptionally well when they move into and through the nursery. Their individual needs, welfare and stage of development are central to this process.

### Outcomes for children are good

Children make good progress and some make progress that is better than good. Children are well prepared with the skills they require for school, especially in literacy and mathematics. Older children enjoy activities, such as mark making on large pieces of paper on the floor and drawing around each other. Very young children hold paintbrushes and make marks in sand trays, drawing shapes, such as circles.

## Setting details

<b>Unique reference number</b>	EY382011
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	849789
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Newcastle Bridges School Governing Body
<b>Registered person unique reference number</b>	RP523667
<b>Date of previous inspection</b>	12 February 2009
<b>Telephone number</b>	0191 2867056

Newcastle Bridges Nursery was registered in 2014. The nursery employs seven members of childcare staff, including one apprentice. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 7.45am until 4.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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