

Barnwell Academy

Barnwell School, Whitefield Estate, New Penshaw, HOUGHTON-LE-SPRING, Tyne and Wear, DH4 7RT



Inspection date

Previous inspection date

5 July 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Staff are well qualified and use their knowledge and skills to significantly enhance all aspects of children's learning and development.
- The day-care leader maintains an excellent overview of the quality of activities and experiences available in the nursery. This ensures they reflect children's interests, their stage of development and cover all areas of learning.
- Children's assessments are analysed exceptionally well. This ensures individual and specific groups of children, who require intervention, receive it at the earliest stage to meet their learning and development needs.
- Support for children who have special educational needs or disability is first class. The day-care leader demonstrates incredible passion for working in partnership with parents and external agencies. This ensures children receive appropriate support, at the earliest stage, in order to reach their full potential.
- Staff support children's well-being exceptionally well when they move into the nursery, through each room and when they transfer into school. Information sharing with local school teachers is strong and ensures continuity in children's emotional and physical needs.
- Meticulous care and attention are taken during mealtimes to ensure hygiene levels are maintained to an optimum level. Children's physical needs, such as any allergies they have, are fully taken account of and communicated to all staff.
- Children show high levels of confidence and negotiate extremely well with each other. They respond very well to boundaries and behavioural expectations set by staff and adapt well to changes in their daily routine.

What the setting needs to do to improve further

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

- review the impact of enhanced communication between the nursery and local schools on children's early reading skills.

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 day-care leader.
- The inspector held a meeting with the manager, day-care leader and early years foundation stage lead practitioner. She looked at and 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 outstanding

The arrangements for safeguarding are effective. Staff give child protection significant priority in all areas of practice. They have a robust and in-depth knowledge of how to report concerns about children's welfare. Staff are vigilant and ensure all areas of the nursery accessed by children are free from risks or hazards. The quality of teaching is monitored in a highly effective way. Staff are supported exceptionally well through a continuous cycle of observations, superb supervision and training opportunities. This helps them to continually improve their already very strong practice. The day-care leader is very well supported by her leadership team. She demonstrates a very strong drive to continually improve the nursery, taking account of the views of staff, parents and children. They have accurately identified the need to review the very good shared strategies with local schools. This is to further extend children's early reading skills, in readiness for school.

Quality of teaching, learning and assessment is outstanding

Support for children's communication and language skills is exceptional. All staff place the utmost priority on helping children to increase their vocabulary by using a superb range of strategies. This supports all children, particularly those who have special educational needs or disability. All staff have very high expectations of what each child can achieve. Adult-led group activities are planned meticulously and based on regular, precise assessments of children's learning. This ensures children undertake highly challenging activities that fully support their individual needs. Parents take an active part in their child's learning. First-class information is gathered when children first start attending the nursery. This helps staff to complete their on-entry assessments, promoting children's rapid progress from the outset.

Personal development, behaviour and welfare are outstanding

Support for children's emotional and physical well-being is exemplary. Staff use a variety of highly effective techniques to support children who are upset or may have hurt themselves. For example, they sing action songs and nursery rhymes to very young children when they become unsettled at snack time. Children's individual needs are supported exceedingly well by all staff. Parents describe the high levels of care provided to their children as brilliant. Children show excellent independence skills for their age. For example, two-year-old children show high levels of motivation as they take off their rain coats after playing in the outdoor area. They persevere with the sleeves and place them in the correct storage container.

Outcomes for children are outstanding

Children make consistently high rates of progress in relation to their starting points. Early literacy and mathematics are central to their play and prepares them extremely well for school. Indoors, children pick up picture cards and begin to sing nursery rhymes spontaneously, extending their excellent awareness of rhythm and rhyme. Outdoors, they count the number of raindrops as they fall on the ground and the number of jumps they make across wooden stepping stones.

Setting details

Unique reference number	EY477912
Local authority	Sunderland
Inspection number	983513
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	36
Number of children on roll	88
Name of registered person	Barnwell Academy Trust
Registered person unique reference number	RP906848
Date of previous inspection	Not applicable
Telephone number	0191 553 6584

Barnwell Academy was registered in 2014. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or higher, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who have special educational needs or disability.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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