

The Jesmond Nursery

8 Osborne Road, Jesmond, Newcastle upon Tyne, Tyne and Wear, NE2 2AA



Inspection date

7 October 2016

Previous inspection date

21 February 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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

- Leaders drive improvement in their own practice and across the early years sector through pioneering initiatives and exceptional partnerships with other professionals. Findings from meticulous self-evaluation feed into highly focused action plans.
- Rigorous assessment of children's progress is precise and accurate. Partnerships with parents are excellent. This promotes the highly successful sharing of information and parents receive superb levels of support to help their children at home.
- Children thrive in this highly inspiring environment. Staff use their expertise to plan activities that meet children's individual needs and interests. First-class teaching encourages children to think critically, solve problems and persevere. All children are making rapid progress and some are exceeding expected levels of development.
- Staff provide an exceptional range of resources and activities that reflects and values the diversity of children's home lives and experiences. They help children gain an understanding of people, their community and the wider world. They fully promote children's understanding that they are unique individuals.
- Parents comment that, 'The nursery provides excellent care and education for our children, who make excellent progress. Staff are always available to help and support with any issues and go above and beyond what is expected of them'.
- Times of change are planned for exceptionally well, both within the nursery and when children move on to other settings, including school. The strong skills of all key persons help to ensure children are very well prepared for the next stages in their learning.

What the setting needs to do to improve further

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

- continue to review and explore professional development opportunities to sustain excellence in practice and teaching 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 deputy manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Rigorous recruitment procedures and ongoing monitoring help check that staff are suitable for their role. Policies and procedures are implemented highly successfully and help to protect children from harm. The nursery environment is exceptionally well resourced and organised to capture children's curiosity and promote their investigations. Staff continue to increase their superb knowledge and understanding about early years education through targeted coaching and mentoring. Leaders are considering how to further improve these systems that review the excellent practice to ensure it is sustained. Children and parents are fully involved in the evaluations of the nursery. They contribute suggestions and are involved in planning future changes.

Quality of teaching, learning and assessment is outstanding

Staff model play and their excellent enthusiasm makes learning highly enjoyable for all children. For example, babies delight in creative activities. They laugh as they investigate gloop and wiggle their whole bodies to rhythms. Staff help children to recall previous learning and prompt discussion with questions about why things happen. For example, they ask children if they can remember which colours mix together to make green and then discuss how they make additional colours. Staff fully exploit the possibilities for learning in the indoor environment and recognise the potential to continue this further outdoors. They understand the importance of evaluating the impact of the changes they plan, in order to ensure the excellent quality of their provision is maintained. An abundance of information keeps parents and other carers exceedingly well informed about children's development.

Personal development, behaviour and welfare are outstanding

Staff support children to be highly independent. Children make decisions about their play and initiate their own learning. Staff praise children's efforts, which gives them a deep sense of achievement and enhances their learning and development. Staff are extremely effective in supporting children's growing understanding of how to keep themselves safe and healthy. A very effective key-person system ensures that children who speak English as an additional language receive first-class support. Children enjoy regular exercise. They develop their physical skills as they manoeuvre cars and bicycles around the garden.

Outcomes for children are outstanding

Children demonstrate excellent levels of concentration. They develop outstanding language skills. They have an extensive vocabulary and use simple sign language highly effectively to communicate their needs. Children develop their knowledge of early mathematics throughout their play and daily routines. Early literacy is promoted extremely successfully. Children link sounds to letters and are beginning to recognise familiar words. Children behave very well. They have high levels of self-esteem, outstanding social skills and are very confident. Children have superb manners and show respect for others. They take pleasure in each other's company and make strong friendships. Children make swift progress in their learning and any gaps narrow rapidly. They are exceptionally well prepared for their future learning.

Setting details

Unique reference number	319314
Local authority	Newcastle
Inspection number	1064093
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	85
Number of children on roll	107
Name of registered person	Jesmond Nurseries Ltd
Registered person unique reference number	RP522383
Date of previous inspection	21 February 2013
Telephone number	0191 281 7836

The Jesmond Nursery was registered in 1993. The nursery employs 33 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including five with early years professional status or qualified teacher 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.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

