

Washington Day Nursery

Washington Day Nursery, Knoulberry, Blackfell Village, WASHINGTON, Tyne and Wear, NE37 1HA



Inspection date

Previous inspection date

31 October 2016

1 July 2013

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

Summary of key findings for parents

This provision is good

- The committed and passionate management team is effective in continually developing the nursery. They are aided by an enthusiastic staff team and parents. This helps to ensure identified improvements are achieved and outcomes for children are good.
- Parents and carers are provided with regular updates about how well their children are progressing. They speak very positively about the nursery and comment on the good progress their children make in developing their speech, language and confidence.
- Staff know how children learn. From their interactions with children and their regular observations they accurately assess how well children are progressing. They effectively follow up children's next steps for learning and plan a wide range of stimulating activities.
- Staff give high priority to promoting children's language and communication development. They swiftly identify children with language delay and work well with parents and other professionals to provide effective teaching and support.
- A well-established key-person system helps children develop close bonds and secure attachments with staff. Children show they are emotionally secure and settle quickly into the calm learning environment.
- Staff teach children about the importance of a healthy lifestyle and good hygiene routines. Children enjoy healthy snacks and well-balanced meals.

It is not yet outstanding because:

- Staff do not always make use of opportunities available to fully support older children's mathematical knowledge and thinking.
- Staff do not always maximise opportunities that arise to teach older children about letters and the sounds they make.

What the setting needs to do to improve further

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

- make even better use of opportunities for older children to use and develop their emerging mathematical skills in their play activities
- enhance ways to teach older children about letters and the sounds they make, in order to support their emerging skills in reading and writing even more effectively.

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 manager.
- The inspector held a meeting with the manager and the deputy. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and carers during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good awareness of the possible signs of abuse and know the procedure to follow should they be concerned about a child's welfare. Effective risk assessments are in place and implemented well to help identify and minimise any risk in the environment. Robust recruitment and vetting systems ensure that any person having access or working with children are suitable to do so. Safety is given good priority and children are supervised well. Supervision meetings and the effective monitoring of the quality of teaching and learning ensure that outcomes for children are good. All staff are well qualified and additional training is identified, as required, to help promote their ongoing professional development.

Quality of teaching, learning and assessment is good

Staff offer an inspiring range of resources that quickly captures children's interest. As a result, all children are engaged, motivated and show good levels of involvement during their play. There is a strong focus on fostering children's speaking and listening skills. Staff spend time with children during activities and introduce new vocabulary as they play. Children enjoy listening to well-read stories and are prompted to talk about what they can see. During circle time, older children talk confidently about the weather and reflect on what they have done in the session. Two-year-old children develop relationships with one another through role play. Staff extend their learning by involving themselves in their play, helping them to set the table for their pretend tea. Babies are engaged and curious as they explore how foam feels and moves between their fingers. Staff prepare children well for the move from the nursery to school. They invite teachers to visit children in the nursery and complete transition reports to promote consistency in learning.

Personal development, behaviour and welfare are good

Children are happy and settled in this warm and welcoming nursery. Staff spend time speaking to parents and learn each child's individual care routines. Children are well behaved. They receive positive support and praise for their achievements. This helps to motivate children in their learning and boost their confidence. All children are motivated to be physically active. Staff support very young children's drive to stand and walk. Toddlers develop control over their bodies as they climb and safely move around their environment. Older children learn how to handle and use tools, such as knives, graters and vegetable peelers, with confidence.

Outcomes for children are good

All children make good progress in relation to their starting points, including those who receive funding. Children have lots of opportunities to make marks using different media and tools, such as paint and colour pencils. Children enjoy exploring outdoors, following their own interests and trying out new experiences. For example, older children concentrate and show good levels of determination as they hammer pegs into pumpkins. Children enjoy songs, joining in when they are confident enough. Children gain the key skills that successfully prepare them for their move on to school.

Setting details

Unique reference number	EY444161
Local authority	Sunderland
Inspection number	1065878
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 - 4
Total number of places	55
Number of children on roll	73
Name of registered person	Tyneside Early Education Limited
Registered person unique reference number	RP908309
Date of previous inspection	1 July 2013
Telephone number	019141711113

Washington Day Nursery registered in 2012. The nursery employs 17 members of childcare staff. Of these, two hold early years professional status, one holds an appropriate childcare qualification at level 6, one at level 5 and one at level 4 and 12 hold childcare qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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