

The Horseshoe Day Nursery



The Horseshoe, Follonsby Terrace, West Boldon, East Boldon, Tyne and Wear, NE36
0BZ

Inspection date	28 November 2016
Previous inspection date	27 September 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

- Management of the nursery is strong. Managers monitor and evaluate all aspects of the nursery's provision, taking account of parents' and children's views. They strive for excellence and ensure the standard of care and teaching is at least good and, occasionally, outstanding.
- Parents are overwhelmingly positive in their feedback about the service they receive. They feel that their children are very happy and learn exceptionally well.
- Staff are well qualified. They give high priority to promoting children's communication and language skills. Staff talk to the children as they play. They repeat language back to babies and toddlers and ask questions, encouraging children to think and express their own thoughts and ideas.
- Children are happy, confident and enjoy the time they spend at nursery. They build strong bonds with their key person. This helps them to feel settled and secure and, therefore, ready to learn.
- The learning environment, both indoors and outside, is safe and secure and contributes to children's positive attitudes to learning.

It is not yet outstanding because:

- Staff do not fully reinforce what children have done well, to help raise their knowledge and understanding even further.
- The organisation of daily routines, occasionally, affects older children's ability to concentrate on the activities they have chosen for themselves.

What the setting needs to do to improve further

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

- raise children's skills, knowledge and understanding to even higher levels and explain in detail what they have done well
- provide even more flexibility within the daily routines and enhance the opportunities for older children to concentrate on their self-chosen play.

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 senior management team. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector took account of parents' views, through discussion and from the written documentation they had provided for the inspection.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a very strong awareness of child protection and understand their responsibility to protect children from harm. Robust recruitment procedures are followed and managers regularly check staff's ongoing suitability. The manager supports staff's professional development well. For instance, she observes and guides their practice to improve their teaching skills and encourages regular training to benefit children's learning. Staff work closely with other professionals to ensure that children receive the help they need quickly. Effective monitoring systems are in place to ensure that children make the progress they should in learning. Parents are extremely complimentary about the quality of care provided.

Quality of teaching, learning and assessment is good

Staff know children's needs well and, overall, plan activities that stimulate their interests. They carry out regular observations of children's learning to build a picture of their skills and understanding over time. This is shared with parents. Staff take care to model language well to children, speaking to them frequently. They are skilled at questioning children and use many opportunities to help them think for themselves. Staff support children's interest in the natural world. For example, older children talk about the worms they find and collect conkers and leaves for their creative sessions. Babies take great delight playing with large boxes. They use their physical skills well, as they clamber in and out of the boxes. Older children quickly develop skills as they work with small tools and learn to hold and write with a pencil. Toddlers develop good imaginative skills. They make a shopping list so they can buy the ingredients to make 'cakes' in the mud kitchen.

Personal development, behaviour and welfare are good

Staff provide children with reassurance and are attentive to their individual needs, which help to support their emotional well-being. Overall, staff teach children skills that build on their growing independence. Children have plenty of opportunities to access fresh air. They are provided with a range of healthy, balanced meals and snacks. Staff are clear about children's special dietary requirements, preferences and allergies, which ensures their needs are met and respected. Staff help children to behave well by reminding them about what good behaviour is. For example, staff talk with them about how they can show care and concern and be kind to one another.

Outcomes for children are good

All children make good progress across all areas of their learning and development. Gaps in learning, including for those children receiving funding, are closing. Children's attitudes to learning are good. They show interest and enthusiasm for the activities available for them. Children learn key skills in literacy as they practise their writing and learn the sounds that letters represent. They enjoy giving meaning to the marks they make. Children's early mathematical skills are developing well as staff incorporate numbers, counting, shape and size into everyday activities. Children acquire the knowledge, skills and understanding they need to succeed in their future education, including starting school.

Setting details

Unique reference number	EY224879
Local authority	South Tyneside
Inspection number	1064309
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	1 - 4
Total number of places	52
Number of children on roll	64
Name of registered person	Horseshoe Day Nursery Partnership
Registered person unique reference number	RP909282
Date of previous inspection	27 September 2013
Telephone number	0191 4698333

The Horseshoe Day Nursery was registered in 2002. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The nursery opens Monday to Friday all year round, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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