

# Forest Hall Day Nursery

Springfield Park, Forest Hall, Newcastle upon Tyne, NE12 9AG



## Inspection date

5 December 2016

Previous inspection date

7 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers are very committed to providing children with high-quality care and education. They are highly skilled and qualified and evaluate the setting well. Their passion and dedication have helped to create a strong, cohesive staff team. Performance management and supervision sessions are robust and clearly inform staff of their strengths and areas where they could improve further.
- Staff effectively observe children at play. Assessments show clearly the progress children are making. Overall, staff successfully plan activities that meet children's individual needs and interests. Children are self-motivated and demonstrate an eagerness to learn.
- Highly effective strategies are in place to help children manage their emotions, feelings and behaviour. Staff are good role models and provide clear and consistent explanations and gentle reminders of expectations. Children behave very well and play together cooperatively.
- Partnerships with parents are very strong. Staff warmly welcome all parents on arrival and share any necessary information. Parents state that they are particularly impressed by the homely approach and calm atmosphere.

### It is not yet outstanding because:

- Occasionally, some group-time sessions are not as successful in engaging all children fully, so that they are highly challenged and motivated to maximise their learning potential.
- Staff occasionally miss opportunities to develop younger children's investigation skills during everyday activities.

## What the setting needs to do to improve further

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

- review and adapt the organisation of group activities and help all children remain fully focused and highly engaged with the learning taking place
- enhance opportunities that help further increase younger children's investigation skills during everyday activities.

### 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 deputy manager.
- The inspector held a meeting with the nursery manager and provider. 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 a number of parents during the inspection and took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a detailed knowledge of the safeguarding procedures to follow should they have any concerns. Procedures are in place to help maintain children's safety at all times. Staff thoroughly assess all aspects of the care and learning environment to minimise all risks. The manager reviews children's assessments regularly and has very robust monitoring systems in place. This includes checking the progress of individual and groups of children and those in receipt of additional funding. This, in conjunction with the detailed evaluation process, helps leaders and managers target where the most support is needed for children. Staff training takes high priority and opportunities to share good practice lead to improvement in skills and teaching.

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

Children enthusiastically join in with activities that staff plan for them. Babies have space to crawl and toddle. Staff effectively support them to develop their physical skills, holding younger babies' hands as they pull themselves up. Staff encourage older babies to be creative using natural materials during a painting activity. Overall, staff follow children's lead in play, for example, when babies begin to paint their hands and arms. Children laugh and point as staff draw their attention to paint on their face. Staff enhance areas of play and, generally, keep children motivated. They encourage children to solve their own problems, such as how to thread pipe cleaners through various objects. Children in pre-school develop their small muscle and early writing skills. For example, they use fine sand and write Christmas cards to family members. Staff use a range of everyday items, such as a washing line, to help effectively teach children to count.

### Personal development, behaviour and welfare are good

The environment is safe, stimulating and inviting. Overall, resources are planned well to enable children to help themselves and make independent choices throughout the day. Babies and young children develop a strong sense of security and attachments are strong. Pre-school children demonstrate that they are confident and move around the nursery at ease. Children learn to adopt healthy lifestyles. Staff provide healthy snacks and drinks and talk to children about making sensible food choices. Children enjoy playing outside, where they benefit from fresh air and exercise opportunities. Staff support children exceptionally well in changes to routine and their moves through the nursery and on to school. Children communicate with each other between all of the rooms, successfully supported by their key person.

### Outcomes for children are good

Children are inquisitive and motivated learners. They make good progress in their learning and development. This includes those children in receipt of additional funding and those who have special educational needs. Children learn a range of skills for their move on to school. They become independent and show pleasure in their achievements, for example, when getting ready for outdoor play.

## Setting details

<b>Unique reference number</b>	310208
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1060907
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	97
<b>Number of children on roll</b>	196
<b>Name of registered person</b>	Northumbrian Trust Day Nurseries Limited
<b>Registered person unique reference number</b>	RP518620
<b>Date of previous inspection</b>	7 March 2014
<b>Telephone number</b>	0191 266 2545

Forest Hall Day Nursery was registered in 1992. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

