

# New Beginnings (Moorside)

Moorside Childrens Centre, Chester Road, Moorside, Consett, Co Durham, DH8 8EQ



<b>Inspection date</b>	12 December 2016
Previous inspection date	9 October 2013

<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

- The provider and the manager demonstrate a strong commitment to continuously improving the quality of the setting. Recent changes to the nursery layout and access to outdoors have created more effective play areas and improved learning opportunities for all children.
- Staff know the children well and they plan a range of activities based on their interests to help them make good progress in their learning.
- Partnerships with parents are good. Parents are encouraged to share children's Wow moments from home and staff use this information to complement their learning. Staff keep parents well informed of their children's time at the nursery and provide information on how parents can further extend their learning at home.
- Staff are warm and caring, and provide children with lots of support and praise. This helps children to develop close emotional attachments with the adults caring for them.

### It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are still being developed.
- Sometimes the organisation of routine and group activities, particularly for the older children do not allow them to concentrate and engage to their maximum potential.

## What the setting needs to do to improve further

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

- build on the current arrangements for comparing the progress made by different groups of children, to increase the potential for them to achieve at their highest possible level
- review the organisation of routines and group-time activities to increase children's level of engagement and concentration during these times.

### Inspection activities

- The inspector observed activities and staff interactions with children in all rooms and the outside learning environment.
- The inspector held meetings with the manager and spoke to staff, children and some parents.
- The inspector conducted a joint observation with the manager.
- The inspector checked the evidence of the suitability and qualifications of the staff working with children, and the provider's improvement plan.
- The inspector sampled a range of documents, including children's records, safeguarding procedures, and written policies and procedures.

### Inspector

Rachel White

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure knowledge of how to keep children safe. They have attended safeguarding training and demonstrate a good understanding of what to do should they have a concern about a child in their care. Staff are suitably qualified and use their knowledge effectively to promote the learning and development of all children. Staff have regular meetings with the manager and attend additional training. This provides opportunities for staff to build on their current knowledge and further develops their areas of expertise or interests. The manager involves staff, parents, children and the early years adviser in their evaluation process, and welcome ideas and suggestions. This shared approach enables this capable team to continually improve the setting and enhance children's learning and development.

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

Staff know the children well and they plan some worthwhile activities based on the children's individual interests. For example, toddlers are encouraged to explore pasta, cereals and sand to experiment with texture and making marks. Older children enjoy using their imagination to create play dough birthday cakes. Staff support children's development in mathematics as they play alongside them, for example, recognising numbers on birthday cards and counting the candles to put in the cakes. They carefully observe children as they play, and assess their involvement in activities to help plan their next steps for learning. Children talk about their families and experiences and they are confident to speak in front of a group. Parents are included in their child's learning. They frequently borrow resources, such as books and activity packs, to further support learning at home.

### Personal development, behaviour and welfare are good

Children benefit from good settling-in procedures, which are based around their individual needs. This helps to support them in the transition between home and the nursery. Children are relaxed and confident in the nurturing care of staff. They show a secure sense of belonging and develop strong bonds with their key person. Children behave well, they are encouraged to share, take turns and be kind to one another. Babies cuddle into their key person for emotional support when they are tired. Older children seek reassurance when needed. Children demonstrate their physical skills outside. They play on climbing apparatus which includes a fun obstacle course and have plenty of space to run around.

### Outcomes for children are good

Children are growing in confidence and are building friendships. They play and explore happily and are keen to learn. Children show pride in their achievements. They listen and speak confidently, and eagerly join in with group activities. They listen well and understand the behaviour expected of them. Pre-school children acquire the skills needed in preparation for school and staff are helping them to become successful learners.

## Setting details

<b>Unique reference number</b>	EY356648
<b>Local authority</b>	Durham
<b>Inspection number</b>	1065000
<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 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	New Beginnings
<b>Registered person unique reference number</b>	RP527054
<b>Date of previous inspection</b>	9 October 2013
<b>Telephone number</b>	01207 590 930

New Beginnings (Moorside) was registered in 2007. The nursery is accessible to all children. The nursery employs 15 members of childcare staff. All hold appropriate early years qualifications; three at level 5, one at level 4, 10 at level 3 and one working towards level 3. The nursery opens from 7.45am to 6pm from Monday to Friday all year round, except for bank holidays and one week over Christmas. Children attend for a variety of sessions.

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

