

Shieldfield Community Nursery

8 Clarence Walk, Shieldfield, Newcastle upon Tyne, NE2 1AD



Inspection date

18 November 2016

Previous inspection date

9 August 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

- Staff work closely in partnership with parents and involve them in their children's learning. They provide activities, games and reading materials for parents to share with children at home, helping to promote consistent learning opportunities.
- Staff are well qualified. They show passion and commitment in ensuring that the needs of children are well met. Staff attend a good variety of training events. Learning from these is utilised extremely well and evident within nursery practice.
- Managers and staff are reflective practitioners. All those connected with the nursery, including parents, children and other professionals are invited to provide feedback. This has a positive outcome on policy, practice and the overall efficiency of the nursery.
- Staff support all children to effectively manage their feelings and behaviour. Children are provided with clear rules, boundaries and consistent explanations to help them learn the difference between right and wrong.

It is not yet outstanding because:

- On occasions, older children are not offered choices of where to play. This applies particularly to whether children choose to play inside or outdoors.
- Performance management is in place, for example, through peer observations, regular supervision and appraisal sessions. However, this is not always focused enough on helping staff to rapidly improve their teaching skills, particularly in helping children to think and solve problems.

What the setting needs to do to improve further

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

- support older children more effectively to make choices in where they play, particularly with regard to being outside or inside
- help staff to continue to improve their teaching skills in order to support children to develop good thinking and problem solving 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 nursery manager and her deputy. She discussed and looked at relevant documents relating to training and self-evaluation, performance management records, and children's files and assessments.
- The inspector checked evidence records connected to the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. The inspector spoke to other professionals connected to the nursery and also took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are very clear about the procedures to follow should they have a concern about a child's welfare. They work extremely closely with other agencies and professionals to help keep children safe and well protected. Policies and procedures are strictly adhered to and communication between staff and other professionals is very effective. Managers and staff liaise successfully with a vast range of other professionals to ensure that children's education and welfare needs are consistently met. Children's overall assessments are monitored closely by leaders and managers. Any gaps in children's learning and development result in swift early intervention. This helps to ensure that all children's progress in learning and development is good.

Quality of teaching, learning and assessment is good

Children are highly motivated and eager to learn. Children who have special educational needs are given very good support. Observations and assessments of children's learning accurately identify how children are developing. They are used effectively to successfully plan what children need to move on to next. In the baby room, children are encouraged to make choices from sensory materials and objects that interest them. They take great interest in exploring dried cereals. Staff encourage babies and young children to listen as it crunches. Children use equipment to fill and empty the cereal, as they begin to develop an understanding of early mathematical concepts. Early science activities interest children in the pre-school room. They explore and investigate ice as it melts using a favourite story to consolidate their learning.

Personal development, behaviour and welfare are good

Staff give children individual attention and care for them well. They help them to form strong attachments to their key persons and with each other. This helps to foster children's physical and emotional well-being. In the baby room, staff use lots of body and sign language alongside verbal interaction to help babies and young children to settle. This includes using familiar phrases from children's home language, effectively supporting those children who speak English as an additional language. Staff support children to learn about healthy lifestyles. Children are able to expend much energy when playing outdoors. They develop a range of physical skills as they play. Staff help to extend children's skills, for example, by supporting them to stride and balance on stepping stones.

Outcomes for children are good

Children are well prepared for school and make good progress in their learning. This includes those children who have special educational needs and children who speak English as an additional language. Funding, such as early years pupil premium funding, is used well and meets the needs of children. All ages of children are confident communicators. Children develop good hand-to-eye coordination and early writing skills. They learn to recognise colours, numbers and shapes. They learn about letters, the sounds they represent and develop an interest in books and reading.

Setting details

Unique reference number	EY225329
Local authority	Newcastle
Inspection number	1064311
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	62
Name of registered person	Newcastle City Council
Registered person unique reference number	RP910108
Date of previous inspection	9 August 2013
Telephone number	0191 2320841

Shieldfield Community Nursery was registered in 2002. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager who holds qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am 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 and children who speak English as an additional language.

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