

Culverdene Day Nursery

32 Grainger Park Road, Newcastle upon Tyne, Tyne and Wear, NE4 8SA



Inspection date

5 December 2016

Previous inspection date

26 November 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The well-qualified staff team has an excellent understanding of how children learn through play and what to do to support their progression. They plan activities and experiences that build on children's interests and support them to make rapid progress in their learning.
- Staff provide tailored support and challenge for individual children. This is particularly effective for children who have special educational needs or disabilities. Planning and assessments are precise, sharply focused on each child's needs and effectively shared with all staff and parents.
- Children are very happy and settled. Staff are highly skilled and sensitive in helping all children form strong, trusting and secure emotional attachments. This helps to support children's well-being.
- Staff work in a commendable manner with other professionals. Their meticulous attention to working in partnership with many support agencies and parents ensures that all children are superbly supported in all aspects of their development.
- There is a very strong partnership with parents. The excellent flow of information about children's starting points, achievements and progress keeps parents informed at every level. Staff share ideas for activities that parents can do at home and parents complete and share their own observations. This ensures that children receive consistency and continuity in their learning.
- The management team is dynamic and highly reflective. They evaluate and plan continually for improvement in the nursery. This has a very positive impact on children's experiences.

What the setting needs to do to improve further

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

- continue with the excellent action plans that raise the quality of children's learning and development to the highest levels.

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 manager.
- The inspector held a meeting with the nursery manager. 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 small group of parents during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff prioritise all areas of practice and have robust and in-depth knowledge of how to report concerns about children's welfare. The manager and staff monitor children's development very effectively. This helps them to very quickly identify and fully address any gaps in their learning. Extremely detailed assessments are carried out for children who have special educational needs and/or disabilities. This helps staff to effectively plan specific learning programmes for them. Furthermore, staff have action plans in place that recognise the importance of continuing to analyse information about groups of children to ensure the outstanding success of all children. The manager carries out regular and purposeful supervision of staff. This helps to ensure that the excellent staff team shares her vision, determination and passion. A well-targeted programme of professional development means that staff continually seek to improve their already excellent understanding of how children learn.

Quality of teaching, learning and assessment is outstanding

Staff are highly responsive to children's interests. Well-planned activities engage children in deep learning where they concentrate for a long periods of time. For example, pre-school children are fully involved in learning about volcanoes. They show curiosity as they experiment with materials to make their own volcano and staff teach them new words, such as erupt. Communication and language development are given high priority. Excellent modelling and repeating of words are used with babies to develop their understanding and speaking skills. Staff are extremely effective in supporting children who speak English as an additional language to make excellent progress. Words in their home language are used by staff and the special educational needs coordinator works with children on a one-to-one basis to develop their understanding of English.

Personal development, behaviour and welfare are outstanding

Children's behaviour is superb. Older children help staff set clear boundaries. Staff have high expectations and set consistent routines. Children know exactly what is expected of them and what to do. Care practices help children to develop an excellent sense of achievement and responsibility. Toddlers select their own cutlery for lunch and share cups out, making sure that everyone has one. Babies' routines are closely followed from home, such as following parents' feeding plans and children's sleep patterns. Mealtimes are exceptional learning experiences. Staff involve children in discussions about where certain foods come from and children demonstrate an excellent understanding. Children adore outdoor play and their physical well-being is well supported.

Outcomes for children are outstanding

Children are exceptionally well prepared for the next stage in their learning and for their move on to school. All children make excellent progress. For those children whose starting points are lower, gaps in attainment are closing rapidly. Challenging experiences provide children with excellent opportunities to freely explore resources, listen and concentrate. They solve problems and learn to do things for themselves. Children are highly motivated to join in.

Setting details

Unique reference number	319160
Local authority	Newcastle
Inspection number	1064090
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	61
Name of registered person	Sandra Shotton
Registered person unique reference number	RP908721
Date of previous inspection	26 November 2013
Telephone number	0191 272 3774

Culverdene Day Nursery was registered in 1992. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including one member of staff with early years professional status and one member of staff with qualified teacher 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 or disabilities and those that speak English as an additional language.

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