

Brunton Nursery

Roseden Way, Newcastle Great Park, Newcastle, NE13 9BD



Inspection date	14 February 2017
Previous inspection date	18 January 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

- The newly appointed leadership team is ambitious and has a clear vision for the future. Strategies to gather the views of children and parents in reviewing the quality of the provision are successful. Leaders and staff gained a recognised award for listening and responding to children's ideas. They create detailed action plans from priorities identified and quickly address any gaps in practice.
- Parents speak very highly of the dedicated leadership and staff team. There are effective strategies in place to provide opportunities for parents to contribute to their children's learning. Brunton Bear is used as a homelink activity. Parents are invited to write in a diary about the bear's adventures when at home or on holiday with their child.
- Children are provided with opportunities to develop their understanding of how to lead a healthy lifestyle. The nursery cook completes regular training and works closely with parents and children to devise nutritious and healthy menu options. Children's individual requirements are very well catered for, including taking into account any allergies or medical needs.
- Children make good progress in all areas of learning. Older children attend the neighbouring school on short introductory visits. They are encouraged to write their own name when creating celebration cards. This helps to prepare children well for their next stage in learning.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to talk about the process of learning and to help children to become aware of their own goals.
- At times, staff do not provide younger children with enough time to become deeply involved in activities before resources are routinely tidied away.

What the setting needs to do to improve further

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

- enhance teaching skills even further to help encourage children to lead their own learning and think about their own goals
- review ways in which younger children are provided with enough time and encouraged to become even more deeply involved in their 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including self-evaluation procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector had a tour of the premises with the nursery manager.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust safeguarding practices and procedures underpin all areas of practice. Leaders and staff keep up to date with changes in guidance. Staff are vigilant and supervise children well at all times. Children are provided with very good opportunities to take risks in their play and to recognise hazards in the environment. Accident and incident records are well maintained. Leaders complete regular audits and identify any areas which require attention and address these swiftly. Supervision sessions are detailed and review all areas of staff practice. The highly qualified and knowledgeable staff team accesses regular training and puts this learning into practice. All staff attended training on the outdoors and worked collaboratively to implement a garden project. This included evaluating and improving the outdoor environment. Leaders have strong monitoring systems in place to analyse the progress made by individual children and different groups of children. This helps to identify any gaps in children's learning.

Quality of teaching, learning and assessment is good

Older children are provided with excellent opportunities to develop their mathematical understanding. For example, children count out shells and stones hidden in the sand tray. They are encouraged to think about the weight of their findings and compare which items are the heaviest. Babies are involved in exciting and highly stimulating activities. Staff are enthusiastic and engage all babies in song time using puppets and sign language. This helps to encourage children's communication skills. Staff use observation and assessment of children's learning to track their progress. Activities offer a good level of challenge and are largely based on children's current interests.

Personal development, behaviour and welfare are good

Children behave very well. Staff are excellent role models. They offer a very caring and nurturing approach. There is a very strong key-person system in place. Children are confident and self-assured individuals. They demonstrate good levels of self-esteem and attempt to do things for themselves. For example, children access their own Wellington boots and coats and put these on ready for outdoor play. Staff give children praise and encouragement and provide opportunities for them to develop their social skills. Children work collaboratively during group work and invite one another into their play. They have access to a large outdoor garden where they can extend their physical skills. Staff encourage children to develop their balancing skills. For example, children climb over large balancing beams, climb on large wooden structures and ride around on bicycles.

Outcomes for children are good

All children make good progress from when they first start in the nursery. They play games with pieces of material and they move their bodies during music and movement sessions. Young babies explore a wide range of various textured materials. This helps to develop children's creative skills. All children, including those who speak English as an additional language are encouraged to develop their communication skills. They have access to bilingual books and take part in weekly French lessons. Children gain the key skills needed for future learning and the eventual move on to school.

Setting details

Unique reference number	EY451400
Local authority	Newcastle
Inspection number	1066183
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	0 - 4
Total number of places	86
Number of children on roll	123
Name of registered person	Childcare Enterprise Limited
Registered person unique reference number	RP519444
Date of previous inspection	18 January 2013
Telephone number	01912504590

Brunton Nursery was registered in 2012. The nursery employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3, including two staff member who hold early years professional status or qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

