

# Field House Nursery

Field House, Whitley Road, Benton, Newcastle upon Tyne, Tyne and Wear, NE12 8BP



## Inspection date

21 February 2017

Previous inspection date

29 November 2012

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 management team is inspirational in their pursuit of providing the highest quality care and education for children. They systematically evaluate the quality of the nursery provision and constantly strive for excellence in improving the lives of children. The views of staff, parents and children are actively sought and consistently acted upon.
- Staff are highly qualified and passionate about their roles. The teaching and learning in the nursery is exceptional. Staff know children very well and children make excellent progress from their starting points. Planning for each child is meticulous and ensures every child is able to take part in highly challenging activities.
- Children benefit from a rich, very well-planned environment. They enjoy a wealth of opportunities to make choices and lead their own learning, adeptly supported by staff. They are curious, motivated and show a very positive attitude to learning.
- Strong support from a key person for each child helps children to develop secure emotional attachments quickly. Children are provided with a nurturing environment and are supported to develop positive relationships with their peers. They are extremely happy and confident and they demonstrate a positive sense of belonging.
- Children's behaviour is impeccable. They learn to be kind, considerate and caring towards each other. Staff are exemplary role models for children.
- Evaluations of staff's teaching practice and supervision sessions are given the utmost priority. This helps to ensure outcomes for all children are given high priority.
- Staff have a highly successful partnership with parents and place a great emphasis on the contribution parents make to children's learning and development. Partnerships are developed at a very early stage. Staff offer baby social events where parents can get to know staff and the nursery prior to their child starting.

## What the setting needs to do to improve further

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

- continue to enhance the excellent levels of progress all children are making in their language and communication skills.

### Inspection activities

- The inspector had a tour of the premises.
- 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 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

Lynne Pope & Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have a secure knowledge of child protection matters. They know how to report any concerns to the appropriate agencies. The manager places a strong emphasis on continued professional development. Regular in-house training is offered and staff attend local authority training. This ensures the staff team uses all their expert skills and knowledge to the fullest potential. Parents are also able to attend training alongside staff. For example, they have attended a workshop on supporting phonics with their children, to support their awareness. The management team meticulously monitors how well individual children and the different groups of children achieve in their learning. This helps to identify effectively any gaps in children's learning and precise planning is executed to close the gaps. For example, they currently have an action plan in place to enhance even further children's communication and language skills.

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

Highly skilled staff engage children in an extensive range of fun, purposeful and challenging activities. For example, pre-school children look at different occupations. They are encouraged to be scientists and they explore and investigate a range of different materials. They are so engaged with this activity that when they go outside they look for more materials that they can continue to investigate. The wealth of resources inspires three-year-olds to use their imagination really well. They manipulate play dough, add herbs and use a knife to cut it up, saying they are going on a picnic. Overall, children's language skills are promoted consistently. Staff interact closely with babies, make eye contact, introduce words and repeat sounds. They take on board how parents are teaching their children to communicate. For example, staff learn the sign language that parents use at home to provide consistency for children.

### Personal development, behaviour and welfare are outstanding

Children's good health and physical skills are promoted exceptionally well, they enjoy freshly cooked, nutritious food. Children thoroughly enjoy outdoor play and the excellent organisation of resources that can be used in different ways, support their enquiring minds and well-being. Staff help them to become aware of the effects of exercise on their bodies. For example, two-year-olds learn that they need a drink when they come inside because they have been physically active. Outings in the local environment, such as to the local woods, help children to closely observe their surroundings. For example, children identify different birds when they hear them. Staff are highly responsive in sensitively supporting all children's needs. Babies' routines are followed exceptionally well and staff support them to rest in a clean and very safe environment.

### Outcomes for children are outstanding

Children make excellent progress in all areas of their learning. For those children whose starting points are lower, gaps in attainment close rapidly. Children are enthusiastic and highly motivated learners who are keen to explore and try new activities. Pre-school children are extremely well prepared for the move on to school. They learn to write their names and have strong literacy and mathematical skills.

## Setting details

<b>Unique reference number</b>	310207
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1059529
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	119
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Field House Nursery Partnership
<b>Registered person unique reference number</b>	RP522311
<b>Date of previous inspection</b>	29 November 2012
<b>Telephone number</b>	0191 270 1066

Field House Nursery was registered in 1992. The nursery employs 34 members of childcare staff, all hold appropriate early years qualifications at level 3 and above, including five staff who hold qualifications at level 6 and one member of staff who holds qualified teacher status. The nursery opens from Monday to Friday, all year round apart from a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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