

# Ashfield Nursery & ELC

259 Stanhope Road, SOUTH SHIELDS, Tyne and Wear, NE33 4RT



<b>Inspection date</b>	30 June 2017
Previous inspection date	25 April 2014

<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

- Partnerships with parents are very strong. Parents comment on the good levels of communication with staff and say that they feel very well informed about their child's learning and development.
- Staff work closely with local schools and other settings that children attend. They share regular assessment and care information. This helps to support continuity in care for children.
- Children's behaviour is excellent. They are kind, take turns and look after their friends. For example, two-year-olds help each other to get their aprons and shoes on before they play.
- Staff are good role models for children. They provide a well-structured learning environment which encourages children to independently choose resources and learn purposefully. Children are interested in their learning and show high levels of concentration.
- Staff are friendly and welcoming. There are very positive relationships between adults and children throughout the nursery. Children show pleasure in their achievements.

### It is not yet outstanding because:

- Opportunities for staff to work together to share and develop practice are not focused enough to raise the quality of teaching to the highest standard.
- Systems to monitor the attainment of groups of children have not been fully embedded to continually improve the outcomes for children.

## What the setting needs to do to improve further

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

- strengthen professional development opportunities for staff to share their expertise to raise practice to the highest levels
- embed the system for assessing children's progress so that it gives a clear picture of the achievements made by specific groups to improve outcomes for children.

### 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 and deputy 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

Amy Keith

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a thorough understanding of the safeguarding procedures. They know how to act promptly should they have a concern about the welfare of a child. Robust recruitment and induction procedures help to ensure that suitable staff are employed. Risk assessments are regularly carried out by staff. They are evaluated and actions are implemented to make sure children are safe in their care. The manager has developed strong links with the local authority adviser, local schools and parents. They work closely together to provide consistent care and support for children. The manager evaluates the provision accurately. She gathers feedback from staff and parents. The findings are used to make plans to further improve the setting.

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

Staff have a wide range of qualifications and experience. They understand how children develop and use this knowledge to plan effectively for what children need to learn next. For instance, babies are incredibly well supported to stand and learn to walk. They are provided with high-quality resources to promote their developing physical skills and respond well to positive interactions from staff. Staff place high importance on teaching children the skills they need for their next stage in learning and their eventual move on to school. They ask a range of questions to promote children's problem-solving skills and provide them with time to consider their ideas and respond. For example, pre-school children learn to predict and investigate as they learn about capacity using a range of different sized containers in the water tray.

### Personal development, behaviour and welfare are good

The key-person system is very effective. High quality and important information is gathered when children first start. This helps staff to ensure that care routines from home are incorporated into the daily routine so that children settle quickly into the nursery. Children form trusting bonds with attentive staff, who offer them plenty of praise and encouragement. This helps to support children's emotional well-being. Staff know the children well. There are robust and effective procedures for sharing information when children move on to the next room. Children have many opportunities to access the outdoor area and are delighted when they find worms in the digging area.

### Outcomes for children are good

All children make good progress from their starting points. Children in all age groups show high levels of engagement as they play at a self-chosen activity for long periods. They are confident and motivated to learn. For example, one-year-olds are delighted to listen to a story about a dog. They are thrilled to lift the flaps to discover the different animals that are hiding.

## Setting details

<b>Unique reference number</b>	EY217674
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	1087869
<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 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Ashfield Nursery And Early Learning Centre Limited
<b>Registered person unique reference number</b>	RP520256
<b>Date of previous inspection</b>	25 April 2014
<b>Telephone number</b>	0191 4550777

Ashfield Nursery and Early Learning Centre registered in 2002. The nursery employs 13 members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 or above, including one with early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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