

Ponteland Childcare

Henry's Hut, Callerton Lane, Ponteland, Newcastle upon Tyne, NE20 9EY



Inspection date	5 October 2017
Previous inspection date	22 January 2014

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

- Support for children who have special educational needs and/or disabilities is exceptional. Highly effective partnerships between parents and external professionals ensure that children receive excellent support that helps them to make high rates of progress in their learning.
- Overall, the quality of teaching is good. Qualified staff use their knowledge of how young children learn to provide stimulating learning experiences that help children to make good progress in the learning.
- Children receive high standards of care from a dedicated and committed staff team, especially when they become upset or unwell while in the setting.
- Children's behaviour is excellent. Staff ensure that children are aware of boundaries set and of behavioural expectations within the setting.
- Strong partnerships with local schools support children's emotional needs extremely well when they leave the setting and move onto school.
- Staff are supported very well. Regular supervision meetings and access to training help them to improve the quality of their interactions with children.

It is not yet outstanding because:

- Staff do not fully have a deep enough knowledge of how to promote some aspects of children's physical skills to ensure their learning is developed to the highest level.
- Self-evaluation procedures do not always clearly show how current priorities for improvement impact on children's outcomes.

What the setting needs to do to improve further

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

- strengthen staff's understanding of how to promote children's physical skills and raise their achievements to an even higher level
- enhance self-evaluation procedures further and clearly show the impact that improvements have on children's learning.

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 setting manager.
- The inspector held a meeting with the setting manager and business manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The manager is committed and passionate about creating a high-quality setting where children are safe and their learning needs are supported. Safeguarding is effective. Staff work as a team to keep children protected from harm. They implement robust and effective safeguarding policies, such as following clear procedures if they have any concerns regarding a child's welfare. The environment indoors and outdoors is free from risks or hazards. Children take an active part in completing daily checks with staff to help develop their understanding of safety. Overall, the manager maintains a good overview of the educational activities provided. This ensures most activities reflect children's stage of development. Individual children's needs are identified through ongoing reviews of their assessment information.

Quality of teaching, learning and assessment is good

Staff use children's interests well to plan a wide range of stimulating activities and experiences. Recent changes to planning arrangements have been implemented well and provide more opportunities for children to lead their own play and learning. For example, following children's conversations about outdoor activities, staff set the role-play area up as a camping site with a picnic set and pretend barbecue. Children make comments, such as, 'Let's see what I can put in this sandwich', in response to staff's questions and comments about their play. This helps to support children's communication skills well. Very good opportunities are provided for children to explore and develop an understanding of the natural world. Equipment, such as viewing boxes, are used outdoors when children find caterpillars. This allows children to look closely and talk about their observations.

Personal development, behaviour and welfare are good

The manager and her staff team create a warm, friendly and welcoming setting. Children are happy and thoroughly enjoy the time they spend there. They show high levels of motivation and confidence during all activities. Parents are delighted with the high quality of care provided. For example, written comments state, 'There is always a great feeling around the setting, when we are there at drop off and pick up, with children having smiles on their faces'. An excellent level of information is gathered from parents when children first start attending the setting. This provides continuity for children in all aspects of their emotional and physical care and in their learning.

Outcomes for children are good

Children make good progress in their learning. Some children, including those who have special educational needs and/or disabilities, make progress that is better than good. This prepares children well with the skills and knowledge they require in readiness for school. Children develop strong mathematical skills for their age. They confidently count up to 10 and beyond when they find out how many children are present during registration time. They confidently select the correct numerals to represent the number 11 and write this on the board. Children are proud of their efforts and enjoy the praise they receive.

Setting details

Unique reference number	EY462938
Local authority	Northumberland
Inspection number	1102507
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 7
Total number of places	24
Number of children on roll	30
Name of registered person	Ponteland Childcare Limited
Registered person unique reference number	RP532616
Date of previous inspection	22 January 2014
Telephone number	07790545178

Ponteland Childcare registered in 2013. The setting employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or higher. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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