

What a Hoot Day Nursery

Formally St Andrews Primay School, Albion Way, Blyth, NE24 5BW



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| Inspection date | 8 November 2017 |
| Previous inspection date | 11 September 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

- The manager has a strong drive to provide the highest standard of care and learning for children. Her enthusiasm filters through staff who are committed to increasing their skills and knowledge. This contributes to the very strong capacity of this nursery to build on the already high standard of care and learning.
- Staff who care for babies and toddlers support them very well to develop confidence. This prepares them for their learning in the pre-school room where many children make very good progress in some aspects of their learning. They make particularly good progress in their communication and language development.
- The key-person system works well to help ensure the individual needs of children are met. For example, staff gather information from parents during home visits when children enrol and share this with other staff.
- Parents are very happy with the service provided by the nursery. They are complimentary about the easily accessible methods used to share information with staff to help support children's care, learning and development.

It is not yet outstanding because:

- At times, when focusing on activities with groups of children, staff are unaware of other children in the room who become restless or are reluctant to take part.
- Information from assessments of different groups of children is not always used effectively enough by staff, to accelerate children's progress to the highest levels.

What the setting needs to do to improve further

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

- enhance staff support that engages all children during group activities
- refine the use of assessment data to inform teaching strategies even more effectively and support all groups of children to make even better progress.

Inspection activities

- The inspector had a tour of the premises and observed all areas accessed by children.
- The inspector observed the quality of teaching in all rooms and outdoor areas and assessed the impact this has on children's learning and development. She observed care practices and how these help to meet children's individual needs.
- The inspector carried out a joint observation with the manager. She discussed the strengths of staff teaching as well as areas for further development.
- The inspector held a discussion with the manager. She looked at evidence of the suitability of staff and other documentation, such as development plans and records of children's achievements provided.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Self-evaluation is effective. The manager welcomes feedback from parents and staff and responds to suggestions and concerns swiftly. Appropriate systems help to promote children's health and safety. Staff use checklists to ensure all areas of the setting are maintained to a suitable standard of hygiene. Staff-to-child ratio requirements are met and staff are deployed effectively to supervise children appropriately. Safeguarding is effective. Staff know what action to take should they have concerns about a child's welfare. Risk assessments help to minimise hazards to children. The manager is currently strengthening partnerships with other settings that children attend to help provide a more cohesive approach to support their learning. She supervises staff well and identifies targets to help enhance their teaching skills. Support from other professionals helps staff to provide consistent care and learning for children. Additional funding is used well. Staff have attended training specific to children's individual needs and developed a sensory area to support particular children.

Quality of teaching, learning and assessment is good

Teaching is consistently strong and, at times, outstanding. Staff with higher qualifications demonstrate expert knowledge of how to support individual children to make sustained progress. Planning is flexible and responsive to children's individual needs. Staff pay close attention to children's interests and incorporate them into activities. This, generally, helps children to engage in their learning, particularly when involved in adult-led activities. Babies are confident communicators. They babble happily and confidently chatter as they play. Toddlers develop imaginative skills as they feed and care for their dolls. They show good creative skills while painting with water outdoors. Pre-school children become familiar with letters and the sounds they make and learn to recognise their name. A strong focus on songs, stories and dance helps to support children's expressive arts.

Personal development, behaviour and welfare are good

Staff are responsive when children are hurt or upset. They offer reassurance and cuddles to help children feel better. Children take part in a range of activities, such as a football class, that helps to support their physical health. Careful planning ensures that menus meet the dietary requirements and nutritional needs of children. Children are supported well as they move through the nursery and staff help them to prepare for school. They learn to manage small tasks that support their growing independence. Children benefit from plenty of praise that helps to raise their self-esteem. Staff teach children to praise each other. They develop friendships and behave well.

Outcomes for children are good

Children achieve levels of development typical for their age and some make exceptional progress in some aspects of their learning. Children who have special educational needs and/or disabilities are supported particularly well and targeted teaching helps them to make remarkable progress.

Setting details

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| Unique reference number | EY473428 |
| Local authority | Northumberland |
| Inspection number | 1116927 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 56 |
| Number of children on roll | 100 |
| Name of registered person | What a Hoot Day Nursery Limited |
| Registered person unique reference number | RP533361 |
| Date of previous inspection | 11 September 2014 |
| Telephone number | 01670 798 066 |

What a Hoot Day Nursery registered in 2014. It is situated in a school formerly known as St Andrews Primary School in Blyth. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one 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.

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