

# Ashington Minors

Back Sycamore Street, ASHINGTON, Northumberland NE63 0AH



<b>Inspection date</b>	3 August 2018
Previous inspection date	18 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is good

- Managers have made good progress in improving the quality of provision for children. They have improved the monitoring of staff practice and there has been an increased focus on the professional development of staff to improve outcomes for children. The setting has met all of the actions that were set at the last inspection.
- Staff use their knowledge of children's interests and abilities to plan a range of activities that supports what children need to learn next. All children make good progress in their learning. They develop the key skills needed for the next stage in their learning and starting school.
- Children are happy and safe and demonstrate that they feel emotionally secure. Staff are kind and nurturing. They provide a warm and welcoming environment for children.
- Overall, partnerships with parents are good. Information is regularly shared with parents about children's learning to help them support their children at home. Parents are very complimentary about the care that their children receive.
- Partnership working with other professionals, providers and schools is good. Staff share valuable information to support continuity in care and learning for children.

### It is not yet outstanding because:

- Staff do not gather detailed information from parents about their children's existing skills and abilities when they first start attending the setting.
- Younger children do not always have enough opportunities to explore, investigate and develop their natural curiosity.

## What the setting needs to do to improve further

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

- gather more precise information about what children know and can do on entry to the setting to support and extend their learning further
- extend the opportunities available for younger children to explore and investigate during their play.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's development plan and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection, read written comments from parents and took account of their views.
- The inspector spoke to staff and children throughout the inspection.

#### Inspector

Melanie Vincent

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand their role and responsibilities to protect children. They are aware of the signs and symptoms that would concern them about a child's welfare and know where to report any such worries. The manager reflects on the service the setting provides. Together with staff and the local authority, she identifies areas for further improvement. For example, there are plans in place to develop the outdoor area further for those children who prefer to learn outside. Staff make good use of training and use what they learn to benefit the children. For instance, following training on supporting children's physical skills, they have created spaces indoors for children to be able to move in a variety of ways. The manager has efficient ways of monitoring children's development to enable her to follow their good progress and clearly see where any possible gaps may be emerging.

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

Staff plan and provide a wide range of stimulating activities for children. They provide good support for children and use effective teaching strategies to promote children's learning. Children are enthusiastic and motivated to learn through experiences of their own choosing. Staff play alongside children and extend their language skills well. They comment on children's play and ask questions to support their thinking skills and communication. Staff support children's mathematical skills during their play. For example, they encourage children to name the shapes they have created with dough and to count them accurately. Babies enjoy the sensory experience of painting with rollers and using their hands to make marks. They excitedly play and splash in water and develop their physical skills as they pour the water from one container to another.

### Personal development, behaviour and welfare are good

Staff successfully promote children's good behaviour. They encourage children to share, take turns and play cooperatively together. Staff recognise and praise children's achievements and support them to gain confidence. Children learn about leading a healthy lifestyle. They enjoy planting and harvesting vegetables in the setting's allotment. Staff plan daily opportunities for children to exercise and ensure they have plenty of opportunities for outdoor play. Children are encouraged to be as independent as possible and manage their personal care needs well. Staff teach children to develop their independence skills, such as tidying away toys and putting on their own shoes and aprons.

### Outcomes for children are good

Children demonstrate good levels of concentration and enthusiasm as they play. Babies are developing confidence in their physical skills as they begin to sit and stand. Toddlers learn new words and start to engage in conversations. Children develop their literacy skills well and begin to recognise letters and the sounds they represent. They develop a good awareness of books and enjoy reading in the cosy areas. Children develop their imaginations and follow their interests. They enjoy playing in the role-play garage, mending and fixing cars.

## Setting details

<b>Unique reference number</b>	EY346062
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10057095
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	66
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Ashington Minors Ltd
<b>Registered person unique reference number</b>	RP526709
<b>Date of previous inspection</b>	18 May 2016
<b>Telephone number</b>	01670 858887

Ashington Minors registered in 2007. The nursery employs 12 members of staff, ten of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides free early education for children aged two, three and four years old.

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