

# Wallsend Day Nursery

(former Wallsend Library), Ferndale Avenue, Wallsend, Tyne And Wear  
NE28 7NE



<b>Inspection date</b>	1 August 2018
Previous inspection date	Not applicable

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

- All staff have good relationships with parents. They involve parents successfully in their children's learning and value their feedback. For example, children's online journals are shared and parents inform staff of learning that has taken place at home.
- Staff work closely with other professionals, including teachers at the local schools. This helps to ensure consistency and continuity in children's care, learning and development.
- Staff place a clear priority on promoting children's communication and language skills. They introduce new ideas, concepts and vocabulary and increase their listening and attention skills through a variety of activities.
- Children are happy, settled and well behaved. Staff provide a very inviting, calm and well-organised environment to motivate children to learn and explore indoors and outdoors.
- Staff supervise children vigilantly to help maintain a safe environment. They ensure children make their own play choices and can move around the indoor and outdoor areas safely.

### It is not yet outstanding because:

- Not all staff's teaching skills are highly developed. While they naturally join in with children's play, some staff do not consistently recognise opportunities to extend and build on what children can already do.
- Occasionally, staff do not consistently promote activities and discussions that help children value their peers and gain an understanding of other each other's abilities.

## 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 skills in recognising the spontaneous learning opportunities in all that children do to continually support, extend and build on what children already know
- enrich opportunities for children to develop their awareness of positive differences and similarities to strengthen their awareness of each other's abilities.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager. She discussed teaching methods with the deputy manager.
- The inspector held a meeting with the deputy manager and the business manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers ensure staff have a secure knowledge and understanding of child protection and know how to refer concerns they may have about a child's welfare. They implement rigorous recruitment procedures to assess and verify the suitability of staff. Regular supervisory sessions enable managers to discuss the practice of staff and identify any possible training needs. For example, recent training to target children's language delay has helped staff review how they encourage communication within the setting. Staff introduced small-group work with a clear focus on increasing children's listening, attention and communication skills. This has a positive impact in helping to close these gaps quickly. The managers and staff seek the views of parents and act on their feedback to help drive improvement.

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

Staff make regular observations of children's progress and use this information well to identify the next steps in their learning. They provide a welcoming environment and an exciting range of activities and good-quality resources that capture children's interests. For example, babies enjoy delving into shredded paper to find small-world animals. Older children explore and experiment with an array of ingredients to create perfume and potions. Staff support children's communication and language skills well. They use lots of questions, repetition and narration for younger children. This helps to enable them to hear keywords and extend their range of vocabulary. Staff promote children's mathematical development well. For instance, children learn to count and recognise numbers and respond well to challenges to identify number sequences.

### Personal development, behaviour and welfare are good

Staff know children exceptionally well. They are kind, caring and develop close attachments to them. Babies and toddlers thoroughly enjoy the closeness and interaction of staff, which supports their emotional well-being. Staff help children learn about the importance of keeping healthy. For example, children learn about healthy eating and the importance of good hygiene routines, including good oral hygiene. Children learn to do things for themselves. Staff promote children's great enthusiasm for playing outdoors throughout the day. Children run around with energy and control and enjoy using resources that provide them with good physical challenge.

### Outcomes for children are good

All children, including those receiving additional funding, make good progress and are well prepared for school. They are engaged and interested in their learning. Children become increasingly independent and learn to take care of their own personal needs. They listen attentively to stories and join in with familiar songs and rhymes. Children use a range of resources to make marks. For example, they select materials freely and discuss their drawings with staff and visitors. Older children practise writing their names and are supported in developing their knowledge of letters and the sounds they represent.

## Setting details

<b>Unique reference number</b>	EY501519
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10059502
<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>	120
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Choice Childcare Limited
<b>Registered person unique reference number</b>	RP904033
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0191 2955928

Wallsend Day Nursery registered in 2016. The nursery employs 16 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, two hold appropriate early years qualifications at level 4, nine hold appropriate early years qualifications at level 3 and one is unqualified. 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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