

# Spring - Howdon

11a Howdon Lane, WALLSEND, Tyne and Wear NE28 0AL



<b>Inspection date</b>	17 August 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff fully understand the care needs of all children. They are very calm and create a warm and nurturing environment for young children. Children and babies are happy, secure and confidently explore the stimulating nursery environment. They form strong trusting bonds with staff and go to them for comfort, reassurance and encouragement.
- Partnerships with parents are very strong. Staff welcome all parents and share information. Parents are well supported to be partners in their children's development. They state they are impressed with the progress their children make.
- Children make good progress. Staff have a good understanding of how children learn. Overall, they make effective use of individual children's observations and assessments. Staff take account of children's interests and next steps in learning.
- Children's behaviour is very good. Staff are good models, demonstrating kind and considerate behaviour. Children follow their example as they take turns, show respect for each other and share resources.

### It is not yet outstanding because:

- The new system for planning is not fully embedded and monitored to check that it accurately reflects how well children are doing and can be used to target teaching to help children make high rates of progress.
- On occasions, staff within the baby room do not provide enough challenge during activities for older babies to make the best possible progress in their learning.

## What the setting needs to do to improve further

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

- implement and monitor the new system for planning to identify children's progress and accurately focus teaching to help children make consistently high rates of progress
- provide older babies with consistently higher levels of challenge during activities that help them make more rapid progress in their 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 nursery manager.
- The inspector held a meeting with the nursery manager and regional manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Eileen Grimes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. There are robust recruitment and vetting measures in place. This ensures that any new and existing staff are checked to determine their suitability to work with children. The manager and staff have a good understanding of what to do if they have a concern about a child's welfare and they regularly refresh their knowledge of safeguarding procedures. The new manager has been proactive in making changes and improvements to the nursery. She is supported by an enthusiastic staff team who are keen to reflect on and evaluate practice to improve the nursery and outcomes for children. Staff access training and the manager implements regular supervisory meetings to reflect on staff's practice.

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

Staff assess individual children's progress in their development. Overall, they provide activities for their next steps in learning. They include information from parents about children's interests and skilfully use a wide range of resources to engage children at all times during the day. For instance, children enthusiastically explore a wide range of tools and materials to create whales. Staff effectively challenge the children to use their thinking skills. Children confidently listen in group activities and recall previous learning, talking confidently to staff about how animals move and fish swim. Staff support children to build on their learning well. For instance, they select videos with music to allow children to listen to whales, discuss the sounds they make and recreate these sounds with instruments.

### Personal development, behaviour and welfare are good

Staff help children to enjoy the benefits of a healthy lifestyle. They organise the day so that children have plenty of opportunities to play in the fresh air. Children learn that they need extra drinks and confidently help themselves to these from their water bottles. Staff use lunchtimes extremely well to support children to develop an understanding of healthy foods. They discuss which foods are good and why. Children consider the risks they come across and how they can stay safe. They are supported by staff to help realise that water from the water tray has made the ground slippery and therefore are encouraged to move more slowly in that area. Children are polite and confident to talk to visitors about their experiences of being at nursery.

### Outcomes for children are good

Children's mathematical development is promoted to a good level. They begin to recognise number labels and quantity. For example, children use mathematical language as they compare the sizes in whales and make comparisons and representation, such as the difference between a human and the whale. Children begin to write their name and recognise letters. They practise their self-help skills and are confident and independent. For example, they wash their hands and confidently pour a drink. All children make good progress from when they first start. They are well prepared for the next stage in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY539488
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10059488
<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 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0191 6436260

Spring-Howden nursery registered in August 2016. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. 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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