

# Nunthorpe Children's Day Nursery

The Crescent, Nunthorpe, Middlesbrough, Cleveland TS7 0JW



<b>Inspection date</b>	21 November 2018
Previous inspection date	10 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- The management team does not yet have robust systems in place to monitor the teaching practice or children's progress effectively. They do not identify and address all areas where staff need support and coaching to ensure teaching is consistently good.
- Staff do not always fully consider how to support children who speak English as an additional language or use children's backgrounds and cultures to help to extend their knowledge and understanding of diversity.
- The management team does not make effective use of self-evaluation to help identify all areas of development or to inform future practice.

### It has the following strengths

- Children have their physical and emotional needs met well. They develop strong relationships and settle well into the nursery from home. Children are helped to move from one playroom to another in their own time, which builds their confidence.
- Staff promote children's good health well. For example, meals and snacks are healthy and staff put their food hygiene knowledge into practice effectively.
- Partnerships with parents and other agencies are well established. Parents receive regular information from staff about what their child can do and how they can support their child's learning at home.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide focused supervision, support and coaching that identify staff's training needs and raise teaching standards to a consistently good level.	10/12/2018

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

- provide an even broader range of opportunities and experiences to support children who speak English as an additional language and help them to learn about the similarities and differences between themselves and others, to enhance their developing understanding of diversity
- ensure self-evaluation is used effectively to clearly identify all areas for improvement that raise outcomes for children.

### 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, deputy manager and area manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' written comments. She spoke to parents during the inspection and took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of leadership and management requires improvement

Meaningful evaluation and reflection do not identify all areas for improvement. The system in place is not measurable or monitored to identify improvement in outcomes for children. Gaps in the procedures for supervision and coaching of staff do not accurately identify training to raise the overall teaching standards in all areas. Despite this, staff attend some training. The manager has systems in place for the safe recruitment of staff and this helps to ensure staff are suitable to work with children. Safeguarding arrangements are effective. Staff know the procedures to follow if they have concerns about a child's welfare.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable and some activities do not always closely match children's stage of development or their abilities. Even so, children interact well with each other and staff while they play. Children count and name colours while they construct with toy bricks. Staff support toddlers in experimenting with mark making and to develop large movements as they move cars and diggers in a tray of lentils and skilfully mix flour and water to make pretend cakes. However, staff do not fully consider children's individual needs, such as for those learning English as an additional language, or widen children's understanding of diversity. Pre-school children enjoy playing with domestic play resources and use their imaginations well. They are keen to join in with other children as they pack their picnic and talk about what is in the case. Staff support babies to practise their mobility and support them as they progress from making sounds with their voices to saying single words.

### Personal development, behaviour and welfare are good

In spite of some weaknesses in teaching and learning, staff promote children's personal, social and emotional development well. They create a welcoming environment and children separate from their parents happily. A gradual settling-in procedure initially helps children to feel emotionally secure and an effective key-person system helps children to form secure attachments. Children are happy and confident. They are physically active in the outdoor play area every day. Children learn to share and take turns and they are aware of simple behaviour rules that include 'kind hands' and 'kind feet'. Children develop an understanding of dangers and how to keep themselves and others safe, such as while they are using knives and scissors. They learn to manage their self-care needs independently.

### Outcomes for children require improvement

Due to inconsistencies in teaching, children do not always make the progress they are capable of. Children in the pre-school room develop the key skills they need to be ready for school. For example, they start to write their own names. Adults work closely with other professionals so that children who have special educational needs and/or disabilities get the help they need.

## Setting details

<b>Unique reference number</b>	508281
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10068997
<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 - 8
<b>Total number of places</b>	76
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Nunthorpe Nurseries Group Ltd
<b>Registered person unique reference number</b>	RP911209
<b>Date of previous inspection</b>	10 April 2014
<b>Telephone number</b>	01642 322580

Nunthorpe Children's Day Nursery registered in 2001. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including two with early years professional 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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