

# Eastwood Neighbourhood Nursery

100 Franklyn Street, Hanley, Stoke on Trent ST1 3HD



<b>Inspection date</b>	12 April 2019
Previous inspection date	26 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The highly competent leadership team has a clear vision for the development of the setting. The team regularly seeks the views of parents, children and staff. This helps to set ambitious targets to maintain the high quality of the setting.
- Staff are enthusiastic and highly motivated. They build trusting relationships with children and their families and are sensitive to their individual needs.
- Staff have an excellent understanding of how children learn and develop. They skilfully identify children's next steps and use their interests to plan premier learning opportunities.
- The manager places a significant emphasis on safeguarding children. Expert training is delivered to ensure that all staff are able to respond swiftly to concerns about a child in their care.
- Partnerships with parents are superb. Parents hold the setting in high regard and enthuse about the progress their children make.
- The health and welfare of children are given the highest priority. Children thrive in the happy, healthy and secure environment.
- The professional development of staff is exemplary. Robust use of support and supervision, which covers all aspects of early years practice, is effective in sustaining the highest levels of care and education.

## What the setting needs to do to improve further

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

- continue to develop the high-quality teaching and learning practice by refining the use of open-ended questioning to extend learning 'in the moment'.

### Inspection activities

- The inspector observed the staff's interactions with the children and discussed children's development with their key person.
- The inspector considered the views of parents through discussions and written feedback provided during the inspection.
- The inspector observed the quality of teaching during a range of activities and assessed the impact on children's learning.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and setting development plan.

**Inspector**  
Justine Cope

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an in-depth knowledge of the action to take if they have concerns about a child's welfare or a colleague. Leadership is exemplary. The management team has a clear vision for the continued development of the setting and continually strives for excellence. Staff are extremely well trained and benefit from sharply focused supervision sessions. Robust systems for monitoring the provision ensure that staffing and resources are deployed effectively to promote children's learning and development. For example, the manager completes detailed observations of staff which help her to identify minor weaknesses and shape practice to a consistently high level. Management and staff have developed excellent partnerships with parents, schools and professionals, which promotes superb outcomes for children.

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

Management and staff meticulously evaluate children's progress and swiftly identify any gaps in learning. All practitioners have a comprehensive understanding of the early years foundation stage. They plan highly effective learning opportunities which encourage children to experiment and investigate. For example, children develop their understanding of weight as they balance large wooden buckets on outdoor scales. Babies have access to a superb range of natural resources and activities which foster their natural curiosity. For example, they engage in sensory play and squeal with delight as they 'pop' bubbles from a bubble machine. Older children enthusiastically develop their understanding of phonics, which is expertly delivered through small-group sessions in preparation for school. Daily exchanges of information ensure that parents are fully informed about their children's progress and can contribute to learning at home.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models and children's behaviour is of an impeccable standard. Children consistently use their manners without prompting, saying 'excuse me' as they walk past their peers. Staff have developed highly competent strategies to help children to regulate their own behaviour. For example, children respond to visual rules about 'kind hands' and 'no running'. New children form strong bonds with their key person and settle quickly into the setting. Well-planned transitions enable them to confidently move between rooms and settle into new routines. Children flourish as they develop their independence skills at mealtimes, learning to handle utensils as they serve themselves lunch.

### Outcomes for children are outstanding

All children, including those receiving additional funding, make swift progress from their starting points. They have first-class opportunities to develop their literacy skills as they confidently link sounds and letters, and learn how to write their name. Children are extremely well prepared for the next stage of their learning. For example, the setting has recently joined with the local school for numeracy training and purchased new resources to ensure that the teaching approach is consistent.

## Setting details

<b>Unique reference number</b>	224670
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10066121
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	62
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Eastwood Neighbourhood Nursery Committee
<b>Registered person unique reference number</b>	RP520100
<b>Date of previous inspection</b>	26 May 2016
<b>Telephone number</b>	01782 283222

Eastwood Neighbourhood Nursery registered in 2004. It is open Monday to Friday from 7.30am to 6pm, all year round. The setting employs 20 members of staff, 14 of whom hold a qualification at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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