

Hawks Road Community Nursery T/A Tik-Tok



The Boulevard, Holmes Drive, Gateshead, Tyne and Wear NE10 0DJ

Inspection date	26 June 2019
Previous inspection date	4 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- Leaders and staff are passionate about continually improving the service they provide and demonstrate superb teamwork. There is a can-do attitude amongst all staff focused on improving outcomes for children.
- Children with special educational needs and/or disabilities (SEND) benefit from the high-quality help and support they receive. Well-established partnerships with other professionals ensure that all children make good progress in their learning. Staff implement a wide range of strategies to meet children's specific needs.
- Babies form strong bonds with their key person. They are extremely happy and settled and confidently explore the learning environment. They are delighted to take part in singing activities. They use puppets to act out the actions as they excitedly sing along to the words.
- Staff have a thorough knowledge of children's individual needs. They plan activities that support what they need to learn next and build their independence. For example, adults play alongside children in the mud kitchen. They support them to explore the texture of mud and notice changes as they add water.
- The newly-introduced arrangements to observe and develop teaching are not fully implemented to raise the overall quality of practice to the highest levels.
- Although partnership working with parents is good, staff have not developed an innovative range of strategies to involve all parents fully in their children's learning and development.

What the setting needs to do to improve further

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

- embed the system for monitoring and developing teaching to improve the overall quality of practice to outstanding levels
- develop an innovative range of strategies to involve parents even further in their children's learning and development.

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 deputy manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Amy Keith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders successfully promote a culture of vigilance where children's welfare is fully promoted. Staff are well trained and fully understand their duty to protect children at all times. They have a thorough understanding of child protection issues and are confident to report concerns about adults or children. Leaders scrutinise children's progress closely and identify where there are gaps in achievement between different groups of children. Additional funding is used very well to support the most disadvantaged children. Thorough recruitment, induction and ongoing supervision arrangements ensure all staff are suitable to work with children. Staff complete regular training as part of their continued professional development. They are keen to develop their practice and appreciate the support they receive to develop within their role. Leaders involve staff, parents, children and other professionals in reviewing the setting. They accurately evaluate the quality of practice and identify focused priorities for improvement.

Quality of teaching, learning and assessment is good

Staff plan interesting learning opportunities in the well-resourced outdoor areas. They skilfully support children to develop an interest in the world around them. For example, two-year-olds are excited to find a spider and use magnifying glasses to look more closely at its features. They are extremely eager to share their ideas with staff and other children. Staff support all children to develop good communication skills. They talk naturally to babies, give eye contact and talk about what they are doing. Older children have good opportunities to talk in small groups. Staff read stories and sing songs with children with enthusiasm. Children are motivated to listen and keen to learn new things.

Personal development, behaviour and welfare are good

Staff implement effective daily routines that help to build children's independence and self-care skills. For example, children confidently serve themselves at lunchtime. They gain increasing responsibility for tasks such as tidy-up time and getting ready to go outside. Staff set a good example for children to follow. Children are extremely friendly and behave very well. Staff implement a well-established key-person system that promotes children's emotional well-being effectively. Children have many opportunities to develop their physical skills and play outdoors. For instance, pre-school children demonstrate excellent control and coordination when they take part in an obstacle course as they prepare for their upcoming sports day.

Outcomes for children are good

All children, including those with SEND and those who speak English as an additional language, make good progress from their starting points. Children quickly become confident communicators and gain excellent social skills. They play alongside one another harmoniously and develop strong friendships with other children. Children are well prepared for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	EY280730
Local authority	Gateshead
Inspection number	10112660
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	100
Number of children on roll	163
Name of registered person	Hawks Road Community Nursery Limited
Registered person unique reference number	RP906878
Date of previous inspection	4 August 2016
Telephone number	0191 4786684

Hawks Road Community Nursery T/A Tik-Tok was registered in 2004. The nursery employs 29 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 2 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. The nursery supports children with SEND and children who speak English as an additional language.

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