

# Nursery Time Kindergarten



71-73 Beach Road, SOUTH SHIELDS, Tyne and Wear, NE33 2QT

## Inspection dates

17 May 2018

Previous inspection date

13 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
Effectiveness of the 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.

- Staff demonstrate a passion for their roles. They are very attentive to the children and the good key person system promotes strong bonds and a settled environment for children.
- Staff carry out regular observations and assessments of children's learning. They make best use of the information gathered to effectively plan a wide range of challenging activities. Children develop a good range of skills in readiness for school.
- Children are working comfortably within the range of development typical for their age. Staff promptly identify and seek support for children when this is required which ensures that children are making good progress in their learning and development.
- Partnerships with parents is a particular strength of the setting. All parents interviewed expressed extremely positive comments about the provision and staff. They state that they feel very involved in their child's learning.

### It is not yet outstanding because:

- Occasionally staff do not organise routines effectively. Consequently, there are times when children have to wait unnecessarily before being able to engage in their activities.
- Staff miss opportunities to promote children's thinking skills and explore their own ideas further.
- The monitoring of staff's teaching practice is not sufficiently rigorous to promote continuous improvement.

## What the setting needs to do to improve further

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

- revise routines so that children do not have to wait unnecessarily before taking part in activities
- increase opportunities for children to think about and explore their own ideas
- strengthen the monitoring of staff's practice to take teaching to the highest level.

### 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 inspectors reviewed relevant documentation, such as policies and procedures, children's learning and development records and staff recruitment files.
- The inspector spoke to some parents and children during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and provider.
- The inspector completed a joint observation with the manager.

### Inspector

Elaine McDonnell

## Inspection findings

### Effectiveness of the leadership and management is good

The environment is a particular strength of the setting and is well organised to meet the needs of children of different ages. Leaders regularly assess children's use of resources and how children access the environment. This helps to ensure children remain interested and stimulated. However, the monitoring of staff's teaching practice to support continuous improvement is less rigorous. Safeguarding is effective and staff demonstrate they are able to identify the possible signs of abuse and neglect at the earliest possible opportunity and respond in appropriate ways. Leaders and managers are proactive in securing additional training to support the smooth running of the provision. Effective procedures are in place ensuring that key persons work in partnership with parents to identify children's needs and interests. This helps them to make good progress in their learning.

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

Children enjoy taking part in a wide range of activities. They delight in using paint, sponges and brushes to make marks on paper which promotes their early writing skills. Children enjoy taking part in the regular cooking activities. However, occasionally staff miss opportunities to support children to explore new ideas and think about problem solving, for example, when involved in a baking activity. Nonetheless, children develop the key skills to support the next steps in their learning in readiness for school. For example, children thoroughly enjoy the morning story time session where they eagerly recite parts of the story. This supports children's love of reading from a young age. Staff use all information available to them, to plan activities. This includes parent and children's ideas. This ensures that activities are well-matched to support children's individual needs.

### Personal development, behaviour and welfare are good

Children are well behaved and the setting works closely with parents to ensure consistent approaches towards managing behaviour. The established key person system ensures children enjoy strong emotional attachments with their carers. Carers also support children well with transitions to other rooms within the setting, and during transitions to nursery school. Children learn about other people within their community and enjoy visits to the local nursing home. This successfully promotes their understanding of the world. Children also learn about keeping themselves healthy through exercising, and learning often takes place at local parks and at the beach. Technology is well used. Children enjoy listening to different sounds and confidently identify which instruments make the sounds. This promotes their listening and concentration skills.

### Outcomes for children are good

Staff assessments are accurate. Information taken from children's assessments is used well to inform the next steps in children's learning. This helps to ensure that activities are challenging and enables children to make good progress. However, occasionally children have to wait unnecessarily before taking part in activities which means they lose interest. Leaders and managers make best use of funding to provide well-targeted support for children.

## Setting details

<b>Unique reference number</b>	EY102296
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	1108156
<b>Type of provision</b>	Full day care
<b>Day care type</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	Mr John & Mrs Susan Brown Partnership
<b>Registered person unique reference number</b>	RP906516
<b>Date of previous inspection</b>	13 February 2013
<b>Telephone number</b>	0191 454 2880

Nursery Time Kindergarten was registered in 2002. It is situated across two, three-storey converted terraced houses in the South Shields area of South Tyneside. Children are accommodated in six playrooms and there are four fully enclosed areas available for outdoor play. The nursery is one of three settings owned by a private partnership. The nursery employs 24 members of child care staff, eight of whom are employed on a full time basis. All members of staff hold appropriate early years qualifications between level two and level six. The manager holds Early Years Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. Kool Time for Kids Club opened in 2003. It operates from the larger pre-school room in the same property in South Shields for school age children. The Club opens weekdays throughout the year on a demand-led basis from 7.15am to 6pm in school holiday periods and 3.15pm until 6pm during term-time.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright <CopyrightYear>

