

Inspection of Tynemouth Nursery at Jesmond

Burdon Terrace, Newcastle Upon Tyne NE2 3AE

Inspection date: 1 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the nursery. They know daily routines well and play with their friends happily. Children are eager to explore resources, participate in planned activities and play independently. For instance, babies leave their parents happily when they arrive at nursery. Essential information is shared between staff and parents to promote continuity in care. Babies respond well to interactions from their key person and explore sensory activities with confidence.

Staff have high expectations of all children. They focus strongly on building excellent relationships with children and their family members. Parents comment that they appreciate the wide range of additional activities and outings on offer at the nursery. Children are eager to take part in regular dance and movement classes, music sessions and learning to speak French. Staff work with specialists to provide high-quality learning opportunities and broaden children's experiences.

Children's behaviour is very good. Staff take time to work alongside children to model turn taking, sharing and using equipment safely. They ensure children understand the routines and expectations for their behaviour. For example, staff use a visual timetable to support their understanding of what is happening next.

What does the early years setting do well and what does it need to do better?

- The management team is very ambitious and passionate about the service it provides. Managers have a strong vision for the nursery. They highly value their staff and recognise the good work they do. Ongoing professional development opportunities, including supervision sessions, help staff continue to develop their skills. Staff feel extremely well supported and comment that they are given many opportunities to develop their knowledge and skills.
- Children with special educational needs and/or disabilities receive excellent care and learning opportunities to meet their specific needs. Staff monitor all children's progress and use additional funding effectively. One-to-one support is used to ensure that any gaps in children's learning narrow quickly. Children are supported very well when they move between rooms and on to school. For example, teachers are encouraged to visit the nursery and staff facilitate visits to the local school to ensure children are emotionally prepared for the move.
- Partnerships with parents are extremely strong. Parents speak very positively about the welcoming feel at the nursery and how happy their children are. They are pleased with how much progress their children make and how prepared they are to move on to school. Staff provide parents with regular updates about children's current interests and learning so they can support them effectively at home.
- Managers work with staff to accurately evaluate the quality of practice at the

setting. They ensure that focused areas for development are identified and acted upon to continually drive improvements to practice. For example, managers and staff have very recently developed the outdoor area to provide a wider range of learning opportunities. These developments benefit older children. For instance, they are delighted to explore the mud kitchen. However, on occasions, the youngest children are not able to explore and extend their physical skills freely. This impacts on their engagement and enthusiasm while outdoors.

- Staff support and extend children's individual interests and development effectively as they play. For example, when toddlers pretend to make soup in the mud kitchen, staff use this opportunity to bring in new vocabulary. They introduce words, such as 'mix' and 'scoop', to support their language development. Children respond well to interactions from staff and are keen to involve them in their play.
- Staff know their key children's interests and what they need to learn next. They discuss and reflect on how well activities motivate children. However, on occasions, activities are not meticulously planned to meet children's individual needs and support them to make rapid progress in their learning.
- Children's independence is supported well. For instance, pre-school children serve their own food at mealtimes and help to clear tables at the end. Mealtimes are very sociable. Children talk to each other and to staff about their recent outing to a local farm when they went pumpkin picking.

Safeguarding

The arrangements for safeguarding are effective.

Stringent recruitment and vetting arrangements help ensure that those working with children are suitable for their role. Staff have a robust knowledge and understanding of child protection, including the wider aspects of safeguarding. Managers ensure staff undertake regular training, so their knowledge remains current. Staff confidently describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice. They implement effective risk assessments that help to ensure children can play in a safe and secure environment.

What does the setting need to do to improve?

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

- continue to review and refine how space is used in the outdoor area to support babies' physical and exploration skills
- support staff to plan meticulously for children's individual learning needs, to consistently challenge and extend their learning.

Setting details

Unique reference number	EY479417
Local authority	Newcastle upon Tyne
Inspection number	10064916
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	49
Number of children on roll	71
Name of registered person	Tynemouth Nursery Group Limited
Registered person unique reference number	RP521965
Telephone number	0191 212 1201
Date of previous inspection	4 February 2016

Information about this early years setting

Tynemouth Nursery at Jesmond re-registered in 2014. The nursery employs 14 members of staff, all of whom hold a relevant qualification at level 3 or above, including one with early years teacher status. The nursery opens 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.

Information about this inspection

Inspector

Amy Keith

Inspection activities

- The inspector and manager took part in a learning walk around the nursery.
- The quality of education was observed throughout the nursery.
- The inspector sampled a range of policies, which included child protection, recruitment and behaviour management procedures.
- A meeting was held with the inspector and the management team.
- The inspector spoke to parents and also took account of their views through written feedback.
- Staff and children were spoken to at various points throughout the day.
- The inspector carried out a joint observation with the manager.

We carried out this inspection 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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