

Inspection of Nunthorpe Children's Day Nursery

The Crescent, Nunthorpe, Middlesbrough, Cleveland TS7 0JW

Inspection date: 4 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily at nursery and greet staff eagerly. They separate from their parents confidently and enthusiastically start to play. Children of all ages choose from a wide variety of fun activities and quickly become engaged. Older children show increasing levels of concentration, such as when they use bricks to build a bridge. They carefully balance as they cross their construction. However, group activities are not as consistently well planned to extend older children's learning highly effectively. Children form strong bonds with staff, who know them well and value their unique qualities. They receive plenty of encouragement and praise, which helps to build their confidence and self-esteem. Staff are kind, caring and respectful in their interactions with children. They are very good role models.

Staff provide a wide range of opportunities for children to find out about their wider community. For example, children visit and talk with older people in a local residential home. Children delight in trips to the woods where they splash in puddles, wade through mud and collect and count conkers. Staff encourage children to recall these activities and their own experiences, including talking about their families. This supports children's good communication and language development. Staff support children's developing independence well, for example, by nurturing a can-do approach to new tasks.

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

- The management team is dedicated to striving for high-quality nursery provision. Following the last inspection they have made significant progress in establishing new support systems for staff. Managers value their committed staff team and celebrate their good work. Ongoing professional development helps staff to continue to develop their skills. This has a positive impact on the learning and care for children. However, some systems, such as setting teaching targets, are not yet fully embedded and reviewed, to inform further improvements.
- Strong partnerships with other professionals ensure that children are well supported. For example, children with special educational needs and/or disabilities receive specific care and learning opportunities. Managers use additional funding effectively, including offering one-to-one support to help narrow any gaps in children's learning.
- Children's physical well-being is promoted well. Children enjoy fresh air every day and benefit from nutritious meals, cooked on site with fresh ingredients. They follow good hygiene practices and explain why, and how, they need to wash their hands before eating.
- Babies and young children have many opportunities to investigate resources using all of their senses. For example, they play with sand, paint, water and flour, and enjoy exploring the different textures. Young children make sounds to

accompany their favourite nursery rhymes and happily look at books. Older children practise their early literacy and numeracy skills, such as mark making and counting. Children are well prepared for future learning, including the move between playrooms and eventually on to school.

- Effective self-evaluation is informed by staff's and parents' views and reviews of children's progress. Managers take prompt action to identify and address any areas for improvement overall. Staff reflect on how well play experiences motivate children to learn and discuss this in meetings. However, staff sometimes miss opportunities to extend children's learning further during group activities.
- Children behave very well. They learn to share and take turns. Children of all ages play cooperatively and demonstrate excellent manners.
- Staff offer good support to children who speak English as an additional language. They speak in clear and short sentences and provide a narrative for children's play. This helps children as they begin to understand and speak English.
- Parent partnerships are a high priority for staff. Parents are very positive about the nursery. They comment on the friendliness of the staff team and how happy their children are to attend. They value how much progress their children make and the inclusive environment. Staff provide parents with regular updates about children's current interests and learning, so that they can support their children at home. Access to a nursery lending library helps parents to support children's developing literacy skills and promotes a love of books.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to recognise and respond to signs of abuse and any concerns about a child's welfare. The manager and deputy complete more advanced safeguarding training. Staff have a secure knowledge of wider child protection issues. Managers implement robust recruitment and induction procedures to ensure staff are suitable to work with children. All staff are qualified in paediatric first aid to help them respond to medical emergencies. Thorough risk assessments and daily checks of the nursery premises help to secure a safe environment. Risk assessments of outings are regularly reviewed and updated.

What does the setting need to do to improve?

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

- embed fully, and evaluate the impact of, recently introduced systems for supporting staff, to inform further improvements
- enhance planning for group activities to help ensure that all children's learning is extended highly effectively.

Setting details

Unique reference number	508281
Local authority	Redcar and Cleveland
Inspection number	10086147
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 to 8
Total number of places	76
Number of children on roll	83
Name of registered person	Nunthorpe Nurseries Group Ltd
Registered person unique reference number	RP911209
Telephone number	01642 322580
Date of previous inspection	21 November 2018

Information about this early years setting

Nunthorpe Children's Day Nursery registered in 2001. The nursery employs 17 members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above, including two with early years professional status and two at level 5. 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.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Staff and children spoke to the inspector throughout the inspection and shared their views and experiences.
- A joint observation of an activity was completed with the nursery manager.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, including the nursery's policies and procedures and evidence of the suitability of staff working in the nursery.
- Parents provided feedback on the day of the inspection. The inspector took their views into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019