

Inspection of Spinning Tops (Seaton Delaval)

41-43 Avenue Road, Seaton Delaval, Whitley Bay, Northumberland NE25 0DT

Inspection date:

31 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a safe and secure environment for children. They complete regular risk assessments and promote ways for children to manage their own risks during play. Children learn to climb and jump from different heights and learn to walk across balancing beams. They participate in regular physical activities. Staff provide a suitable range of activities and children are generally engaged in their play. However, some children are not provided with enough challenge and become distracted from their learning. Generally, most children behave well. Staff are positive and provide praise as children play. However, there are times when staff do not make clear the expectations of children's behaviour. Staff complete observations and assessments of children's learning and share photographs of activities through a secure online system for parents. Although a key-person policy is in place, some parents are not aware of who their child's key person is, to help to promote children's learning between home and nursery. Despite this, children are happy and parents compliment the staff on the service they provide for their children. Staff do not plan extra time for transition and allow children to finish their play before introducing the next part of the daily routine. Generally, children, particularly in the baby room, show confidence and positive relationships with others. This helps to develop children's emotional well-being.

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

- Children make suitable progress. They have regular opportunities to develop their literacy skills. For instance, they use chalks and draw various shapes and marks on the ground. Children also use various tools, including teaspoons, as they explore cornflour and water mixed together. They talk to staff about the different marks they make.
- The well-qualified staff provide suitable activities that allow children to develop their investigative skills. For example, children cut up large pumpkins and talk about the different things they can see and smell. However, some activities that staff provide do not offer children enough challenge to their learning. There are times when children display challenging behaviours and become distracted from their play.
- Children participate in song time and learn counting rhymes. Staff use hand puppets and encourage children to count how many puppets they can see. This helps to promote children's mathematical understanding.
- Children develop independence. They participate in small tasks appropriate for their age. For instance, staff ask children to help prepare the table before mealtimes. Children hand out cutlery and help to tidy away toys after play.
- Leaders send out newsletters to parents and invite them into the setting to discuss their children's progress. However, due to recent staffing changes, some parents are not informed of who their child's key person is. This does not help to

promote children's consistent learning between home and nursery.

- Children are provided with healthy choices during mealtimes. They learn the importance of washing their hands and following hygiene practices.
- Children show an interest in story books. They sit close to adults and listen to familiar stories being read to them. Children join in with repeated words and phrases and identify different objects on the pages. Staff ask children questions and encourage them to recall what happens next. This helps to promote children's communication skills.
- Babies explore shiny objects and shredded paper. They crawl into large trays and make discoveries as they play. Children dress up and join in with activities that celebrate special events. Older children explore soil in the outside area. This helps to promote children's creative skills.
- Children engage well in their play. However, on occasions, staff do not plan extra time to enable children to finish off their play before introducing the next part of the routine.
- Leaders are aware of weaknesses in practice and have devised action plans with identified ways to address these areas. However, leaders have not implemented regular supervision sessions to help to raise the standard of teaching to a consistently good level. Despite this, staff complete training and implement their learning in practice. For example, staff have introduced focus story books for children to help to promote their language development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms of abuse. They record information relating to any concerns about the welfare of a child and share this with the nursery's safeguarding lead. Staff are aware of the procedure to follow in the event of concerns around staff practice and have knowledge of wider safeguarding issues. Risk assessment concerns are addressed promptly and staff supervise children well. Leaders have implemented effective safeguarding procedures. They share information and attend meetings with other professionals to help to keep children safe from harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
review planned activities to provide children with further challenge and help them to make good progress in all areas	29/11/2019

provide children with clear expectations of their behaviour and support them to understand how their behaviour impacts on others	22/11/2019
ensure information is given to all parents regarding their child's key person to help to provide a continued approach to children's learning.	22/11/2019

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

- review transitions throughout the daily routine and plan time for children to finish their learning before moving on to something new
- extend ways to review staff's performance and address areas of improvement to help to raise the overall quality of teaching.

Setting details

Unique reference number	EY561380
Local authority	Northumberland
Inspection number	10128274
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 3
Total number of places	25
Number of children on roll	40
Name of registered person	Spinningtops (Seaton Delaval) Limited
Registered person unique reference number	RP561379
Telephone number	0191 2370122
Date of previous inspection	Not applicable

Information about this early years setting

Spinning Tops (Seaton Delaval) registered in 2018. The nursery employs eight members of staff. Six members of staff hold appropriate early years qualifications at level 3 or above, including one at level 6. The nursery opens Monday to Friday for 47 weeks of the year. 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

Emma Allison

Inspection activities

- The inspector observed the quality of teaching during activities 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 manager.
- The inspector spoke with the nursery manager at convenient times. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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