

Inspection of Church View Day Nursery

4 Church View, St Nicholas Hospital, Gosforth, Newcastle Upon Tyne NE3 3XT

Inspection date: 5 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The manager and her team create a warm and welcoming environment where children develop close bonds with the staff. This contributes positively to children's well-being. Children are valued and included in decision-making, for example as developing the ethos for the setting. Staff have worked hard in creating an environment which is calm, neutral and organised to inspire children's curiosity and exploration. Staff follow children's emerging interests in play and support them to make good progress in their learning. They understand the significance of children's home lives and experiences. Therefore, staff work in effective partnership with parents, engaging in positive information sharing.

Children benefit from a large outside play space that enables them to develop their physical skills. They have opportunities to be outdoors on a daily basis. Children develop skills of balance and coordination. For example, they have daily movement activities and yoga sessions where they practise different ways of moving their bodies. They learn about being part of a community through visits to meet residents in a retirement home. Children take part in events to help other people who may be less fortunate than themselves, for example food collections for the local food bank.

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

- Passionate and committed leaders have high expectations for the quality of the setting. They incorporate the views of children, parents and staff into their detailed action plans.
- Strong relationships are fostered with parents, who praise the nursery highly. The staff team regularly shares information with parents about their children's care and early learning. For example, parents are invited to frequent meetings. They receive weekly updates about the experiences offered to children. This supports parents in extending children's learning at home.
- Staff have a good understanding of how children learn and develop. They complete regular observations and assessments, looking at where the children are in their learning and development and what needs to be done next. Leaders monitor these systems successfully to support consistent practices throughout the setting.
- Babies have good opportunities to explore using their senses and extend their learning further. Staff carefully use the repetitive play interests of the younger children to plan for experiences. For example, babies post objects into containers and make discoveries on how objects move down guttering.
- Staff are skilled at recognising possible teaching moments where children show interest in a resource. Their positive interactions enhance children's learning experience. For example, children showed interest in building a tower using

sensory mirror pebbles. Staff challenged children to build the tower sorting the pebbles into size order. They build on opportunities for children to learn to persevere and to develop confidence and resilience to keep trying when things become challenging. Children are motivated learners.

- Staff are good role models for children. They take every opportunity to praise children's positive behaviour. Children learn how to share, take turns and understand about fairness. Babies and young children develop close relationships with staff and feel secure.
- Children listen well to adults, especially at small-group story times. Although staff provide a wealth of story sessions for children. Staff do not consistently encourage children's engagement and interaction to the very highest levels, to help develop their speaking skills further.
- Children relish having the responsibility for being chosen for tasks, such as helping to serve their friends at mealtimes. However, on occasions, lunchtimes are not organised as effectively as they could be.
- Leaders support staff's professional development very well. They have regular meetings to ensure staff's workload is manageable and does not have a negative impact on their well-being. The well-qualified staff access professional development opportunities to enhance their skills further. For example, staff have good opportunities to observe and evaluate the teaching practice of other colleagues. This helps ensure effective qualities are maintained.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training. Staff talk confidently about the child protection procedures. They know the steps that they must take if they have a concern about a child's safety or well-being. Leaders act swiftly when there are concerns about a child's welfare and they work in secure partnerships with other professionals. Leaders review and update policies and procedures, using these effectively to manage any concerns. Policies are shared with staff in innovative ways, for example through quizzes, so staff are knowledgeable about their roles and responsibilities. Leaders have a secure knowledge of following safe recruitment guidelines to ensure new staff are suitable and to check that existing staff remain so.

What does the setting need to do to improve?

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

- review daily routines so that children do not spend long periods of time sitting without being occupied, particularly during lunchtime within the pre-school room
- adapt the teaching during story sessions and encourage children to participate more, to help develop their vocabulary and speaking skills even further.

Setting details

Unique reference number	502256
Local authority	Newcastle upon Tyne
Inspection number	10117605
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 11
Total number of places	60
Number of children on roll	73
Name of registered person	Jigsaw Care Limited
Registered person unique reference number	RP551164
Telephone number	0191 284 2222
Date of previous inspection	13 February 2014

Information about this early years setting

Church View Day Nursery registered in 1992 and is based the Gosforth area of Newcastle-upon-Tyne. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 and above, including one with early years professional status and two with qualified teacher status. The nursery is open from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

June Robinson

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 children and staff at appropriate times throughout the inspection.
- The manager, deputy manager and the inspector completed a learning walk and a joint observation of staff's practice.
- A meeting was held with the manager and the deputy manager. During this meeting, discussions were held about the development of the nursery, and the inspector looked at a sample of documentation, including staff's suitability checks, assessments and documentation linked to checking children's progress.
- The inspector took into account the views of parents.

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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