

# Inspection of 2nd Home Childcare Ltd@Barley Mow

Birtley Childrens Centre, Pembroke Avenue, Chester Le Street DH3 2DJ

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Inspection date: 3 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders and staff create a homely and welcoming environment where children demonstrate that they feel happy, safe and secure. Children develop close bonds with the staff and their friends, and this contributes positively to children's well-being. Key relationships between staff and younger children are particularly strong. Younger children appreciate having a cuddle with the staff when they are feeling a little tired. Children behave well. Staff are positive role models. They keep consistent boundaries and actively encourage children to use good manners. Children are encouraged to be polite and say please and thank you. Children develop high levels of confidence and self-esteem through the praise they receive for their achievements. For example, parents add their observations to the designated board displaying things they are proud their children have accomplished.

Staff know all children well. They take time to work with parents to find out about children's interests and what children can do on entry. This helps staff to plan effectively to build on what children already know and to support their emotional well-being. Staff have high expectations for all children. They offer a wide range of support to children with special educational needs and/or disabilities. Staff work closely with parents and other professionals to ensure children receive the support that they need. Children who are learning English as an additional language are supported well. For instance, they benefit from staff who can speak their home language. Children develop the skills needed for their future learning.

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

- Staff complete regular assessments and monitor children's achievements, to plan purposefully for their future learning. Leaders monitor these systems successfully to support consistent practices throughout the setting. They work well to use additional funding effectively to ensure gaps in children's learning narrow and they make good progress.
- Children relish exploring and discovering. For instance, they enjoy adding sand to water to investigate the change in textures. Children are confident in making choices about how they want to learn and what to play with.
- Children's early literacy skills are developing well. For example, younger children relish exploring using their senses as they make marks using paint. Older children make marks which have meaning to them as they develop their early writing skills to make lists for Santa Claus.
- Partnerships with parents are very effective. Leaders and staff use various strategies to engage parents with their children's learning. For example, staff set challenges for parents and children to take part in at home, such as baking activities. Children enjoy talking about the experience and sharing photographs

from home with their friends.

- Staff support children well in building their language and communication skills. For example, they ask questions and model language effectively for children. Staff encourage the good development of children's vocabulary. They hold conversations with children as they play and introduce new words.
- Young children concentrate and listen attentively to staff during story sessions and join in with simple discussions about their ideas. Children handle books with care and have favourite stories. They are keen to listen to stories repeatedly and, with staff support, help to tell the tales, adding familiar phrases.
- Children relish having responsibility for tasks, such as washing up their snack dishes. Staff help children to develop their independence. For example, children are encouraged to serve themselves at mealtimes. However, on occasions, lunchtimes are not organised as effectively as they could be by staff.
- Staff promote children's physical abilities well. For example, children have opportunities to be outdoors on a daily basis and practise skills of balance and coordination. Staff help children to understand how to learn to assess risks and keep themselves safe. For instance, they encourage younger children to consider that toys left on the floor could be trip hazards.
- Staff support younger children with visual prompts about what is happening now and what will be happening next. However, staff do not consistently help older children to understand what is expected of them during changes in the routine, such as tidy up time.
- Leaders focus on the effective professional development of staff. For example, they encourage staff to observe and evaluate each other's practice and hold discussions that help to improve practice and teaching skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have secure knowledge and understanding of how to keep children safe. Leaders ensure staff access regular training to keep their knowledge up to date. Additionally, staff know the procedures to follow if they have concerns about a member of staff. Leaders have a good knowledge of safe recruitment guidelines. They implement a robust recruitment, induction and supervision process to ensure staff are suitable to work with children. Leaders and staff vigilantly carry out risk assessments to ensure that risks to children are minimised.

## **What does the setting need to do to improve?**

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

- help children understand what is expected of them during changes of routines
- review daily routines to minimise the time children sit without being occupied, particularly during lunch within the pre-school room.

## Setting details

<b>Unique reference number</b>	EY475614
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10131628
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	2nd Home Childcare Ltd
<b>Registered person unique reference number</b>	RP903263
<b>Telephone number</b>	0191 447 7877
<b>Date of previous inspection</b>	9 February 2016

## Information about this early years setting

2nd Home Childcare Ltd@Barley Mow registered in 2014. The nursery employs 11 members of staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday except for bank holidays. Sessions are from 7.30am until 5.30pm. The nursery receives funding to provide subsidised early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

June Robinson

## Inspection activities

- The inspector completed a learning walk with the area manager and provider. They explained to the inspector how staff provide a broad curriculum for children and plan for their learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A meeting was held with the leadership team. During this meeting, discussions were held about the development of the nursery. The inspector viewed relevant documentation, including staff's qualifications and evidence of the suitability of adults working with children.
- The area manager took part in a joint observation with the inspector. She evaluated the quality of teaching and learning with the inspector.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

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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