

# Inspection of Nursery Time Nursery School

84 Victoria Road West, HEBBURN, Tyne and Wear NE31 1LR

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Inspection date: 8 January 2020

<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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the nursery happy and eager to learn. Staff know their assigned key children well and build close relationships with them and their parents. They take time to talk to parents as they arrive to find out about children and their families. Children confidently transition to other rooms, and staff are sensitive to their emotional needs.

Children are very well behaved and try very hard to succeed at tasks. Staff provide challenging activities that inspire children to give things a go. Children get help from staff as they explore how to make the flies stick to the web during group activities. They discuss how to solve their problem. They are delighted when they succeed and staff offer constant praise.

Staff have high expectations. They use good strategies to support children's early writing skills. For example, they encourage children to investigate with mark making from a very young age. Babies make marks with shaving foam as they explore with textures. Older children start to recognise and write their own names. Children develop good mathematical skills. Young children start to understand simple positional language. Older children are able to sort and count by size and shape. Staff skilfully weave simple calculations into activities, such as encouraging children to think about how many more they will need to make five.

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

- The members of the management team have made significant progress since the previous inspection. They embraced the actions raised and made substantial changes to the environment and staff structures to facilitate the nursery's progression. Comprehensive professional development, training and support have provided staff with the skills to develop their teaching and reflect on the impact for the provision and ultimately children's progress. Detailed reviews and evaluations help to ensure the nursery continues to move forward.
- Children are at ease in a calm, yet productive environment. They explore the good range of toys with interest and easily engage in play. Staff know children well and have a secure knowledge of their development and progress over time. There is a clear focus to help children develop their skills. Children make good progress and are well prepared for their next stage of learning.
- Staff successfully support children to widen their life experiences and to develop their knowledge of other people different from themselves. For instance, children make regular visits to the local care home as they sing and talk with the residents. They talk with pride about their visit to the community garden for their Christmas carols and their trip on the bus.
- Children develop many independence skills. In addition to confidently helping

themselves to resources, they butter toast in preparation for snack. They put on aprons when they decide to paint and go to wash their hands when they get messy.

- Overall, staff promote children's communication and language skills. Staff working in the baby room value babbles and model language. Staff take time to talk to the children and they are confident and articulate talkers. They talk confidently with their peers and in a group. However, occasionally, some staff miss the opportunity to further extend children's language and thinking to deepen their learning.
- The nursery has developed very good relationships with parents, and staff ensure that parents feel involved in their child's care and education. They share records of children's progress with them on a regular basis. They support them to extend children's learning at home. For example, parents are able to access books to take home to read to their children. Parents' views are extremely positive and they comment on the detailed information they receive.
- Staff develop children's love for and interest in literacy and books. Children enjoy group activities as they are involved in the story. They use positional language as they talk enthusiastically about who is behind the flap and where they will be. Children receive focused learning time individually and in groups. However, the organisation of some group times means that older children are not always able to concentrate without distraction.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff have a secure knowledge of safeguarding procedures and their role to keep children safe. The manager ensures staff attend regular safeguarding training and are familiar with the nursery's safeguarding policy. All staff are aware of the main signs of abuse and neglect, including the procedures for making a referral, should they have a welfare concern. The manager implements thorough recruitment and vetting processes to ensure staff are suitable to work with children. Staff undertake daily safety checks in all areas of the nursery, including outdoors, to identify and remove any hazards. Children 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:**

- improve the organisation of group time to ensure that children are able to concentrate without disruptions
- provide higher levels of challenge to aid children to develop their language and thinking skills even further.

## Setting details

<b>Unique reference number</b>	EY268207
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10127693
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	74
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Mr John & Mrs Susan Brown Partnership
<b>Registered person unique reference number</b>	RP906516
<b>Telephone number</b>	0191 430 1643
<b>Date of previous inspection</b>	27 September 2019

## Information about this early years setting

Nursery Time Nursery School registered in 2003. The nursery employs 19 members of childcare staff, all of whom hold early years qualifications at level 3 or above, including one with early years teacher status. 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

Eileen Grimes

## Inspection activities

- The inspector completed a learning walk with the manager and the area manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. The inspector spoke to children throughout the inspection.
- The inspector observed and evaluated an activity with the nursery manager.
- The inspector held a meeting with the nursery manager, area manager and provider. She looked at relevant documentation, including the nursery's self-evaluation 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 through written feedback.

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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