

# Inspection of Goosehill Private Nursery

9 Goose Hill, Morpeth, Northumberland NE61 1TL

---

Inspection date: 3 February 2020

---

## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### The provision is outstanding

The quality of education is exceptional and is rooted in staff's expert knowledge and extensive experience. Leaders and staff share extremely high aspirations for all children. Activities are meticulously planned to meet children's learning needs precisely. Staff capture children's interests extremely well. For example, following an interest in snow, children ask what the inside of a snowflake looks like. Staff help them to explore this, for instance using reference books, and this leads to exploring patterns and symmetry. Children are very happy at play and become engrossed, showing excellent levels of concentration. For example, two-year-old children fill carved out butternut squash with lentils, exploring the sensation on their fingers and the sounds as they pour. Children develop a love of learning and are highly motivated, independent and resilient learners. All children achieve extremely well.

Staff have a deep understanding of children's emotional development and support children to manage their feelings. Children form close bonds with staff who are very kind and caring. Children's behaviour is exemplary. They follow instructions and understand and describe the reasons for boundaries in the nursery. Familiar staff and consistent routines help children to feel safe.

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

- Managers are inspirational. Their approach to early education is becoming renowned with other professionals. They share their expertise about, for example, children's brain development and effective learning environments with other settings and visitors from other countries.
- Staff have researched and value the benefits of movement, exercise and outdoor experiences on children's physical and emotional well-being. They provide daily extensive opportunities to support this. For example, children spend time in the forest and at the beach. Highly nutritional meals and snacks further promote children's good health.
- All spaces are filled with inspiring activities that enthral children. Staff skilfully adapt their teaching to match children's individual needs. This helps to ensure that each child is challenged to build rapidly on their skills and knowledge.
- Babies thrive in a home-from-home environment. Staff have an in depth knowledge of their home routines and preferences. Care plans are meticulously matched to the needs of the children and in line with requests from parents.
- Toddlers benefit from an array of opportunities to explore. For example, they immerse their hands in fruit-filled paints, tracing patterns and making marks. Older children concentrate intently as they make patterns with jewels and stencils on an overhead projector.
- Pre-school children understand that text has meaning. While making pizzas they

are supported well by staff to read the recipe cards. Children check how many of each ingredient they need and recap each step of the recipe, learning that text goes from left to right and top to bottom. They develop excellent skills in literacy and mathematics.

- Staff have immense regard for helping children to speak fluently and extend their vocabulary. Older children are highly articulate. They demonstrate this when they pretend to telephone one another and share messages. This is supported extremely well through parent partnerships. Staff provide 'spark-a-thought' bags, which contain an interesting item and suggested questions to encourage communication skills at home.
- Partnerships with other professionals and parents are strong. This is particularly evident for children who have special educational needs and/or disabilities and those who speak English as an additional language. Provision for these children is meticulously coordinated and contributes to achievements beyond expectations.
- Staff encourage children to find their own solutions to problems. Children show remarkable levels of perseverance, self-esteem and immense pride when they succeed. For example, a boy exclaims, 'I'm brilliant' when he manages a tricky task. Children cooperate and help one another when they encounter difficulties. For example, a child helps his friend to tilt a baking tray that is too wide for the oven so that it will fit inside.
- Children visit the beach and forest where staff encourage their curiosity, awe and wonder. They learn about different cultures and lifestyles in innovative ways. For instance, during pretend play children wrap dolls in fabric and carry them on their backs while they 'go to work'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have extensive knowledge of factors that can affect children's well-being. They know children very well and are alert and vigilant to changes in their well-being or other signs that may indicate that they are at risk from harm. They know what to do if they are concerned about a child's welfare. Staff help children to take responsibility for their own safety. For example, children design 'stop and think' signs to display in the nursery. They explain that these signs mean they must think about their safety. For example, they make sure there is an adult with them if they leave the room.

## Setting details

<b>Unique reference number</b>	301760
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10131547
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Willis, Amanda
<b>Registered person unique reference number</b>	RP512801
<b>Telephone number</b>	01670 511695
<b>Date of previous inspection</b>	16 July 2015

## Information about this early years setting

Goosehill Private Nursery registered in 1999. The nursery operates Monday to Friday, from 8am to 5.30pm, for 50 weeks of the year. The nursery employs 27 childcare staff. Of these, 25 hold relevant early years qualifications at level 3 or above. This includes four staff who hold qualified teacher status, one with early years teacher status and one with early years professional status. A further two members of staff hold a relevant qualification at level 6. The nursery provides funded early education for two-, three, and four-year-old children.

## Information about this inspection

### Inspector

Clare Wilkins

## Inspection activities

- The manager and deputy manager gave the inspector a tour of the nursery. They talked about how the nursery is organised and the expectations of and theories behind the learning programmes they provide.
- The inspector observed interactions between staff and children in all rooms. She assessed the impact of their teaching on children's learning and development.
- The manager and inspector observed and evaluated an activity together.
- The inspector spoke with staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of the views of others from written feedback provided.
- The manager, deputy manager and inspector met to discuss leadership and management issues. The inspector looked at relevant documents, including evidence of suitability checks carried out on staff.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020