

Inspection of Leighs Nurseries

1 Taberna Close, Heddon-on-the-Wall, Newcastle upon Tyne, Tyne and Wear NE15 0BW

Inspection date: 6 March 2020

Overall effectiveness	Outstanding
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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

Leaders work highly successfully with the ambitious staff team. They have remarkably high expectations and go above and beyond to include all children and their families in this extremely inclusive setting. Staff establish exceptional relationships with children and their families, and gain a deep understanding of children's individual needs. They use this information to expertly deliver a curriculum that supports all children to thrive and make excellent progress. Staff build upon all opportunities to enhance children's learning. For instance, when two- and three-year-old children use dough to make birthday cakes, staff challenge them to count the candles in each cake. Staff introduce mathematical vocabulary, such as 'more' and 'less', to extend children's learning even further.

Children are extremely motivated learners and show remarkable levels of involvement as they explore the wide range of carefully planned activities. Children rapidly learn new information, extend their excellent language skills and develop an awareness of different concepts. For example, pre-school children excitedly take on the role of 'scientists' during a colour-mixing activity. Staff teach them vocabulary, such as 'investigate' and 'predict', as they explore. Children show extremely high levels of engagement and curiosity as they mix various colours together. They confidently make detailed comments as they observe changes and respond well to questions from staff.

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

- Staff consistently promote children's communication skills. For example, staff in the baby room sing songs and rhymes, and model familiar words. They use props and gestures extremely effectively to help younger children to communicate. Older children are delighted to go on a pretend bear hunt in the outdoor area after reading their favourite story. Staff offer highly effective support and encourage children to use new vocabulary as they re-enact the story.
- Babies explore the stimulating environment and confidently follow their fascination to explore different ways to move water and balls through pipes in the outdoor space. Staff skilfully model how to use the equipment and praise babies as they become increasingly adept at placing items in the pipes. Babies demonstrate exceptional levels of concentration and perseverance from a very young age.
- Children benefit from a wealth of valuable opportunities to enrich their experiences. For example, they regularly visit a local butterfly garden and other local landmarks to learn more about the natural world and their local community. Regular visits from specialists, such as yoga teachers, help to support children to develop their emotional and physical well-being incredibly

well. Parents comment that they are highly appreciative of support and advice from staff to enhance their children's learning and development at home.

- Babies follow established sleep and feeding routines from home. This continuity helps babies to settle quickly and develop a strong sense of emotional security. Older children develop excellent levels of independence and self-assurance. They very confidently follow routines, such as using soap to wash their hands, then rinsing and drying them before mealtimes. Children demonstrate a superb understanding of the importance of hygiene routines. They talk to staff about the importance of washing their hands thoroughly to prevent the spread of germs.
- Children's behaviour is impeccable. Children of all ages show high levels of resilience and respond well to the sensitive prompts from staff as they learn to solve minor disagreements independently. For example, two- and three-year-old children work exceptionally well together to make a train to support their role play. Older children are incredibly responsive to one another's ideas and develop a joint narrative to incorporate all ideas.
- Leaders promote an outstanding culture of continuous improvement and prioritise staff's well-being. Staff work very closely as a team and strive together to provide the very best for children. Leaders plan training precisely on improving staff's practice and monitor the impact it has on children's learning meticulously. Staff observe one another's practice and work towards challenging targets to enhance their performance even further. For instance, recent priorities for development are helping to ensure that all staff are even more highly skilled in responding to children's interests as they play.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an extremely good understanding of their duty to safeguard children. Leaders ensure that all staff remain suitable to be in their roles and that they keep their safeguarding knowledge up to date. For instance, staff comment that regular training, supervisions and staff meetings are very beneficial in supporting their ongoing awareness of current safeguarding legislation. Staff are fully aware of the signs and symptoms of abuse and know exactly what to do if they are worried about a child's welfare. They are highly confident about the procedures to follow if they have concerns about the behaviour of any adults that they work with.

Setting details

Unique reference number	EY297847
Local authority	Northumberland
Inspection number	10117632
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	94
Name of registered person	W.O.W! (Welcome to Our World) Limited
Registered person unique reference number	RP905439
Telephone number	01661 854001
Date of previous inspection	17 March 2014

Information about this early years setting

Leighs Nurseries registered in 2004 and is located in Heddon-on-the-Wall, Newcastle upon Tyne. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status. The nursery opens all year round, Monday to Friday. 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

Amy Keith

Inspection activities

- Leaders showed the inspector around the setting. They discussed the aims of the curriculum and how the learning environment is organised to meet the needs of the children in the setting.
- The inspector observed a range of activities indoors and outdoors, including completing a joint observation of an activity with the manager. She evaluated the quality of the curriculum and the impact on children's learning.
- The inspector talked to parents, staff and children at appropriate times during the inspection and took account of their views and experiences of the nursery.
- The inspector reviewed documentation, including staff's first-aid certificates, policies and children's records.
- The inspector discussed the leadership and management of the nursery with the leadership team.

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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