

# Inspection of Nesham Private Nursery

Nesham Place, Houghton le Spring, Tyne and Wear DH5 8AE

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Inspection date:

29 November 2021

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## **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

Children are very happy, settled and secure at this highly inclusive and welcoming nursery. They learn from a range of highly stimulating, challenging and exciting experiences. Support for children's physical development is outstanding. Children develop their balance and coordination as they climb on large tyres, drive go-karts and play on the swing in the enclosed garden. They take part in yoga, football and parachute games. Children develop their small-muscle skills as they pour jelly, knead dough, and use hammers, nails and screwdrivers safely. Young children use their hands in different ways as they explore sand, water, soil and foam. They pump and squeeze paint from bottles and clean toys with toothbrushes as part of an activity.

Children take part in weekly trips to learn about their local community and the wider world around them. They take part in pumpkin trails and lantern parades. Children help to buy ingredients for cooking from local shops, and they travel in the nursery bus to local woods and landmarks. Children are rapidly becoming independent. Staff have very high expectations of all children in their care. For example, children use cutlery and cups appropriately from an early age. Children's behaviour is outstanding. They learn to share, take turns and be kind to their friends. Children are fully engaged in their play and highly motivated to learn.

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

- Staff have superb relationships with children in their care. They are very respectful, professional, caring and kind. There is a strong focus on the nursery being a 'home from home' for all children. Staff plan individually for all children and know them very well. They show a deep understanding of what children already know and can do. Staff build on this to help embed and progress children's learning and development. For example, they encourage babies to lie on their tummies to help strengthen their core muscles for later crawling and then walking. Staff support young children to develop their large and smaller muscles to prepare them for later skills, such as early writing.
- Staff provide excellent support for children with special educational needs and/or disabilities. The nursery works extremely well in partnership with parents and partner professionals. Together, they put highly effective plans in place to support children's progress. Parents speak very highly of the nursery. They praise the efforts the staff make to include all children. For example, the staff use sign language to help children to communicate. Parents feel very well informed about their child's day and appreciate ideas staff provide for learning at home. Staff work very closely with them and local schools to help to prepare children well for the next stage of their learning.
- Staff place a very strong emphasis on building children's confidence and sense

of belonging. The highly skilled and experienced staff provide exceptional support for children to make simple choices and express their ideas. For example, children are encouraged to vote for a book of the week. They help to make their own props for use at story time. Staff provide excellent support to children to help them to manage their behaviour. Children are encouraged to explore and express their feelings and emotions through stories. They help to decide the rules for group time and use sand timers during play to help them understand when it is their turn.

- Staff encourage children to be respectful. They praise and encourage them. Children and staff form very close, supportive bonds. Children are encouraged to care for living things and watch them grow. For example, they help to care for the nursery's pet tortoise and grow herbs in the garden. This helps children to learn about nurture and well-being. Children's communication and language skills flourish. Staff ask children questions that encourage detailed replies. This extends their thinking and vocabulary. Staff use books and stories to promote conversations and introduce new vocabulary.
- The managers and senior staff are dedicated and passionate about the service the nursery provides. Managers have very high standards and support staff well. There is excellent support in place for the well-being of the staff team. The managers and staff reflect deeply on the experiences of children and the views of parents in order to provide the highest-quality learning and care.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have an excellent understanding of their responsibilities around keeping children safe. All staff attend training to keep themselves up to date with procedures to protect children. They know very well how to identify any concerns about children or staff, what procedures to take and who to contact. Children have excellent opportunities to learn how to keep themselves safe and healthy. For example, children learn how to keep safe around the firepit as part of forest school activities. Staff teach children the importance of healthy eating and how to brush and look after their teeth.

## Setting details

<b>Unique reference number</b>	EY217367
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10117610
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	Nesham Private Nursery Limited
<b>Registered person unique reference number</b>	RP535443
<b>Telephone number</b>	0191 5848004
<b>Date of previous inspection</b>	13 March 2014

## Information about this early years setting

Nesham Private Nursery registered in November 2001. The nursery employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 or above. Four members of staff are qualified at level 6, including one member of staff who holds early years professional status. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Julie Foers

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the early years foundation stage leader discussed with the inspector how the nursery organises and plans the curriculum and experiences for children. The inspector viewed the space used by the children inside and the nursery garden.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of documentation, including evidence of staff's training and suitability.
- The inspector held discussions with the manager and staff. She spoke to a number of parents to gather their views on the nursery. She took account of the written views of others.

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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