

Inspection of Cleadon Tower Nursery

Cleadon Towers Nursery, Hillside, SOUTH SHIELDS, Tyne and Wear NE34 8ED

Inspection date: 16 February 2022

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

The provision is good

Children are very happy in the nursery. Parents comment that their children 'love coming'. Children are greeted each morning by caring and thoughtful staff. For example, staff greet children with a new baby in the family enthusiastically. They ask children about the new baby and explain that they have put dolls out so they can look after babies together. Staff are on hand throughout the day to provide reassurance as necessary. Children develop a very good awareness of how they can keep themselves safe. Older children talk confidently about risks in the outdoor area, such as slipping in the mud. They confidently talk about how they need to be very careful as they chop a banana with a knife.

Staff have high overall expectations of what children can achieve. For example, they seize opportunities to develop children's counting skills. Three-year-old children count confidently beyond 20, showing an awareness of how to count a set of objects accurately. Children enjoy learning and demonstrate good concentration for their age. Two-year-old children focus intently as they explore how they can use scissors to cut play dough. Older children listen with enthusiasm to stories. They comment on what is happening and share their own ideas with enthusiasm.

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

- Staff working with babies support their language development well, overall. Occasionally, however, they overwhelm children with talk. For example, staff ask questions or talk to the youngest children about what is in the different areas. When this happens, babies are very quiet and sometimes get frustrated because they do not understand. This does not fully support the development of their own communication skills.
- Children with special educational needs and/or disabilities are very well supported. Additional funding is used effectively to support children to make the best possible progress. For example, managers use funding to deploy a member of staff as a one-to-one support. This helps children to access a range of activities throughout the day. Staff are vigilant and recognise signs that children are getting stressed. They use pictorial clues well to help children make choices about what they want to do or to anticipate changes in routines.
- The manager and staff have a strong relationship with other professionals who are involved with children. They act on the advice received and talk to each other about strategies they can use to support children more effectively. The manager and staff contact other professionals in a timely way when they feel families would benefit from extra support. For example, they act swiftly to help parents manage children's behaviour at home. Parents value the support that they receive.
- Although staff talk to children about the importance of living a healthy lifestyle

and caring for their teeth, they do not give consistent messages regarding healthy eating. For instance, staff talk to children about making healthy choices, but children are not always able to do this at mealtimes.

- Children behave well. They demonstrate a good understanding of the expectations in the nursery rooms. During the inspection, two-year-old children tidied up quickly when they heard the 'tidy up' song. Older children know that they must line up ready to go out. They wait patiently as their friends get their wellington boots and coats on.
- Staff attend a range of training. For example, they are currently adopting a new approach to help children to take control of their own learning. However, the manager now needs to ensure that messages from professional development are consistently implemented. For example, staff know how to support children's stage of development in relation to early writing. However, they do not always ensure that children are provided with appropriate resources to support this.
- Children learn to talk about their emotions. Staff help younger children to recognise how they are feeling, giving children strategies to deal with emotions, such as anger. During the inspection, staff working with two-year-old children encouraged them to 'squeeze their anger out'. Older children use colours to talk about how they are feeling, following on from a book they have read. For example, they confidently explain that they are feeling pink because they are loved.

Safeguarding

The arrangements for safeguarding are effective.

There are good procedures in place to keep children safe. For example, all doors into the building are secure. Staff use cameras to check who is at the door and greet visitors on arrival. This ensures that no unauthorised visitors can enter the nursery. The manager and her staff team have a good knowledge of signs and symptoms that may indicate possible abuse to children. They know the procedures to follow should they have a concern about a child. They teach children how to keep themselves safe and involve children in the risk assessments of the outdoor area.

What does the setting need to do to improve?

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

- provide more opportunities for babies and toddlers to develop their communication skills
- give clear and consistent messages to children and their families about healthy eating to support their physical health
- ensure messages from training are consistently implemented to raise the quality of education even further.

Setting details

Unique reference number	EY482606
Local authority	South Tyneside
Inspection number	10216861
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	51
Number of children on roll	99
Name of registered person	Tyneside Early Education Limited
Registered person unique reference number	RP908309
Telephone number	0191 4546773
Date of previous inspection	9 August 2016

Information about this early years setting

Cleadon Tower Nursery registered in 2014. It is situated in South Shields. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including two with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the nursery. She discussed with the inspector how the curriculum and the experiences for children are planned. The inspector viewed the inside and outside space used by the nursery.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the nursery's documents, including evidence of training and the suitability of staff.
- The manager explained how she manages the nursery and discussed safeguarding with the inspector.
- Parents spoke to the inspector to provide their views on the nursery.
- The inspector spoke to children and staff as part of the inspection.

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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