

Inspection of Jarrow Day Nursery

Jarrow Day Nursery, 24 Western Road, JARROW, Tyne and Wear NE32 3DQ

Inspection date: 25 February 2022

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 thrive at this exceptional, highly stimulating nursery where they are excited and motivated to learn. They enthusiastically respond to the sincere 'good mornings' they receive from all staff. Older children eagerly leave their parents at the entrance and babies immediately reach out when they see staff. They are so excited and keen for their learning to begin. Staff pay close attention to details, such as making sure children's favourite resources are readily available when they arrive. This helps children to feel safe and respected from the moment they enter the nursery.

Staff are highly committed to ensuring every child achieves to the best of their abilities. They are very skilled at using children's spontaneous interests to support their developing communication and physical skills. For example, children proudly show how they can make their wellington boots flash. Staff immediately build on this interest and suggest movements for children to follow. Children enthusiastically bounce, hop, jump and move backwards and forwards. They giggle with absolute joy and their faces are a pleasure to see.

Children thoroughly appreciate playing together and are active, busy learners. They relish the freedom they have to explore the outdoor environment. Children show exceptional levels of problem-solving, perseverance and a 'can-do' attitude to achieve their goals from a young age. For instance, when children decide to clean the surface they have been using for painting, they discuss together what they need, who will hold the hosepipe and who will direct the nozzle. Their faces show deep concentration as they work together to achieve their goal.

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

- Management and staff have high aspirations for every child to develop a love of learning. They implement a first-class curriculum that inspires children to learn. Staff use continual discussions with parents and detailed knowledge of every child to plan for the next steps in children's learning. Alongside this, they are proficient in recognising how children are learning and instantly provide resources for this learning to develop. For example, staff notice babies' curiosity in posting objects. Staff instinctively collect further resources to maintain this learning without any interruption to their flow of play.
- When the national COVID-19 restrictions were lifted and children returned to the nursery, staff noted some delay in children's development. Consequently, they focused on helping children to catch up with their communication skills. For example, children take great pleasure in blowing bubbles. Staff talk of how they intentionally use bubbles to help to develop children's facial muscles, which makes them more adept at making sounds and having clearer pronunciation.

Children have wholeheartedly adjusted to returning and their development is flourishing. They are well prepared to move onto the next stages of their learning, including school.

- Staff are exceptionally mindful to the needs of children with special educational needs and/or disabilities (SEND). They work in close partnership with a wide range of other professionals to ensure that children and their families get the excellent support they need. Consequently, children with SEND are integrated into the nursery especially well.
- Children in receipt of funding are very well supported and this is targeted to meet their identified needs. For example, staff recognise that some children need additional help to understand the routines of the nursery, such as getting ready for lunch. They use sand timers to help children be aware, in advance, of any changes taking place. This develops children's confidence to even higher levels as they quickly embrace these routines.
- Partnerships with parents are outstanding and a key strength of the nursery. Parents praise the support given by the manager and staff throughout the time the nursery was closed due to the COVID-19 pandemic. Parents valued the online communication and help offered. For example, staff contacted other support services on behalf of parents to ensure children received the support they needed.
- Staff are innovative in developing children's understanding of number. For example, they give older children opportunities to be special helpers. They count the number of children present and check this number with the register. Children are enthusiastic in this role and relish calling out the numbers as they count, demonstrating that they are very proud to take on this task.
- Children's behaviour is exemplary. They listen carefully and respond to instructions from an early age. Children display high levels of confidence, independence and respect. For example, they hurry to make sure tables are wiped as they help to prepare for lunch. This shows that children fully understand how to care for their resources and value their environment. Children willingly let others enter their play, eagerly share resources and explain what they are doing.
- Staff are creative in fostering children's love of books and developing their imaginations. They inspire children to bring the stories they are reading to life. For example, children draw plans of their house of bricks from 'The Three Little Pigs'. Using bricks to build, they decide that the house has to be 'very high' and has to have a chimney 'the wolf cannot get down'. Children embrace challenge and are delighted at the praise received for their efforts.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including identifying those at risk from exposure to extremist views. The manager and staff ensure the premises are secure at all times and any potential hazards to

children's safety are minimised. Robust policies and regular staff training strengthen all aspects of safeguarding practice. Robust recruitment procedures ensure only those suitable to work with children are able to do so. Staff teach children to keep themselves safe. For example, older children work with staff to risk assess the outdoor environment prior to it being used.

Setting details

Unique reference number	EY444151
Local authority	South Tyneside
Inspection number	10216883
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	66
Name of registered person	Tyneside Early Education Limited
Registered person unique reference number	RP908309
Telephone number	0191 4838215
Date of previous inspection	19 August 2016

Information about this early years setting

Jarrow Day Nursery registered in 2012 and is located in Jarrow, South Tyneside. The nursery employs 13 members of childcare staff. Of these, two hold qualifications at level 6, including one with early years professional status. Eight staff are qualified at level 3, and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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 and the inspector completed a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector, along with a range of other documentation, including policies and procedures.
- Evidence of staff qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents at inspection and took account of their views.

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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