

Inspection of Ponteland Private Nursery

103 Cheviot View, Ponteland, Newcastle upon Tyne, Northumberland NE20 9BH

Inspection date: 4 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and happy in the welcoming and inclusive nursery. Staff greet children warmly at the door, where they confidently leave their parents and settle quickly. Children enjoy a wide variety of activities and delight in playing and learning outdoors. Children of all ages are eager to find out about tadpoles that have emerged from the frog spawn they collected. Older children proudly name the stages of the life cycle of the frog. Babies enjoy the exploratory experience of investigating tapioca, that resembles frog spawn. Staff cheer babies on as they crawl towards large boxes, that are lit up with glitter on the top. Babies are excited to pull themselves up to stand and move the glitter with brushes.

Staff talk with children as they play, introducing new vocabulary. Throughout the nursery, children sing songs and rhymes, share their favourite books and learn signing to support their communication. Children practise these signs at home with their parents who say they are pleased to be involved in their learning. This helps children to develop good communication and language skills. Older children have plenty of opportunities to develop their early drawing and writing skills. Toddlers practise with mark making, for instance, when painting with brushes and water on walls and fences outdoors. Staff skilfully weave mathematical language throughout routines and play. This supports the development of children's early mathematics skills well.

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

- There is a sense of community throughout the nursery. Parents say viewing videos of staff telling stories, singing songs and suggesting activities 'kept the nursery alive' during local restriction periods, when the nursery was closed. Staff maintain links with the wider community, such as those living in nearby residential homes, shopkeepers and neighbours. This helps children to understand about the differences and similarities between themselves and others.
- Managers establish strong partnerships with other professionals. Children with emerging and identified special educational needs and/or disabilities (SEND) have good support. Staff work closely with external agencies to address any possible gaps in children's learning. Managers establish contact with all local schools that children move on to.
- Staff regularly observe and assess individual children's learning. They have a sound understanding of what they want children to learn next. Children develop the necessary skills for future learning. This includes those children with SEND. However, planning for adult-led group activities with older children is not consistently as strong. Staff, sometimes, miss opportunities to stimulate further learning, such as problem-solving and children thinking of ideas for themselves.

- Staff make sure the key-person system works well and establishes strong bonds with children. All children help to choose their key person. Staff share information about children's needs and interests. They know children well. Children confidently approach staff for help or reassurance. Staff encourage children to complete tasks for themselves, for example when serving their own portions at lunch.
- Children behave well. They are learning to share and take turns. Children cooperate during play and demonstrate good manners, saying or signing please and thank you. Staff are positive role models. They know about and value children's home lives and what makes each child unique. Staff provide plenty of praise and encouragement, which helps to build children's self-esteem.
- The dedicated and passionate managers make sure staff benefit from regular meetings to discuss practice. Staff are extremely positive about the support they receive for their well-being. However, managers do not always make the most of systems to identify specific professional development, that will enhance good teaching skills to an even higher level.
- Children learn about the importance of leading a healthy lifestyle, such as making food choices, personal and oral hygiene. They relish the nutritious meals available in the nursery. Children have many opportunities for exercise and fresh air. For example, they run vigorously around open spaces outside while playing hide and seek. Children confidently climb up steps and slopes and balance on beams. This helps to support their good physical development.
- Parents feel well informed and are happy with the services provided. They value frequent online contact. Parents share information about children's experiences at home. For instance, they pass on techniques for helping their baby to sleep well. Staff use these strategies to support babies to get the most out of their sleep time at nursery.
- Children and staff frequently visit local places of interest, such as the duck pond and garden centre. They plant bulbs in their garden and hunt excitedly for bugs. These experiences help promote children's growing understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of how to identify possible signs that a child may be at risk of harm. They know the current procedures to follow should they have any concerns about children's welfare. Managers ensure safer recruitment checks are in place and implemented. Further regular checks help to establish the ongoing suitability of all staff. Children are supervised well at all times. Staff carry out routine checks at the setting, and for outings, to minimise any risks. Children are learning to keep themselves safe, for instance, they willingly help to tidy away resources to avoid trip hazards.

What does the setting need to do to improve?

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

- support staff to enhance even further the organisation of adult-led activities, so that all children experience consistently rich learning opportunities
- strengthen the use of professional development strategies to build on staff's already good teaching skills and enhance the quality of education to the very highest standards.

Setting details

Unique reference number	2507297
Local authority	Northumberland
Inspection number	10191480
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 8
Total number of places	100
Number of children on roll	140
Name of registered person	R & C Jackson Limited
Registered person unique reference number	RP529163
Telephone number	01661 871469
Date of previous inspection	Not applicable

Information about this early years setting

Ponteland Private Nursery re-registered in 2018 and is located in Ponteland, Northumberland. The nursery employs 25 childcare staff. Of these, four hold an appropriate early years qualification at level 5 and 13 at level 3. The nursery opens Monday to Friday, from 7.45m to 6pm, for 51 weeks of the year. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 managers and has taken that into account in their evaluation of the setting.
- The managers showed the inspector around the premises and explained how staff keep children safe.
- The managers and the inspector discussed the intentions for children's learning. They showed the inspector key documentation.
- The inspector observed the quality of interactions between staff and children and evaluated the impact of this on children's learning.
- Some parents shared their views of the setting with the inspector.

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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