

Inspection of Spring - Howdon

11a Howdon Lane, WALLSEND, Tyne and Wear NE28 0AL

Inspection date: 27 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 Good

What is it like to attend this early years setting?

The provision is good

Staff form warm relationships with children who are happy in their care. Children are motivated learners. They are well behaved and eager to join in the exciting activities staff provide. Children develop good concentration, which improves their ability to learn.

Children have access to a wide range of resources inside and outdoors, especially to make marks and develop early writing skills. Toddlers enjoy using large chinks in the garden to draw on the floor and logs. Older children practise writing their names on their colourful pictures.

Talented pre-school staff encourage children to develop language very effectively through storytelling. For instance, children make a storyboard with stickers, which leads to a wonderful tale in a jungle with fairies and 'Twinkle Toes' who is 'shiny like a star'. Older children are articulate and confident to approach visitors. One tells the inspector, 'I am learning about the letter 'S' for space,' and another says, 'I know how to write that letter, you go to the top and then down.'

Parents say their children love the staff at the nursery and count down the minutes before they can go inside and play. They say they appreciate the advice given by staff on helping children at home, for instance, leaflets such as 'Helping children to develop listening skills' and information about school clothing schemes.

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

- Staff are very welcoming and develop positive relationships with children and families. This helps children's self-esteem and supports their sense of belonging. They move around the play areas with confidence, making their own decisions.
- Staff liaise very effectively with other professionals and agencies to support children with additional needs. They take notice of children's progress and support them to develop confidence and independence by celebrating their achievements, using lots of praise.
- Children eat heartily at sociable mealtimes as staff teach them about the importance of a healthy lifestyle. For instance, staff encourage discussions about healthy diets. Older children are given whole apples to eat to encourage good gum and teeth health. Younger children are encouraged to regularly use the drink station. Staff say, 'You need your water, your body really likes it.'
- Caring staff are attentive to children's individual needs, particularly those caring for babies and toddlers. Young children rest and sleep according to their individual daily routines. Staff ensure that when children wake up and are comfortable, they choose when they want to eat and play. Staff know children well and pay attention to how they are feeling, which helps children feel secure.

- Children of all ages are independent. Toddlers pour milk into their cups at snack time. Older children serve their own food at lunchtime and help themselves to seconds.
- Staff work consistently to support children with speech difficulties. They work with identified children in small groups to develop communication skills. Staff interact with them as they play, and some staff use strategies, such as hand signs, to support them. However, these alternative methods of communication are not yet fully embedded to help every child understand and have their voice heard. At times, staff miss opportunities to support children's communication and language, in particular with younger children.
- Staff plan effectively for children's next steps in learning and prepare them well for moving on to school. They monitor children's progress and share this with parents. Parents enjoy reading the information and delightful photo records of their achievements. However, some say they are not sure of their child's individual targets and how to successfully support them at home.
- The management team are passionate about giving children and families in the community a high-quality service. They complete regular assessments and audits to identify areas for development. For instance, they have plans to build even closer relationships with local Reception Year teachers to support children's move to school.

Safeguarding

The arrangements for safeguarding are effective.

Management ensures that staff have a secure knowledge of child protection issues and know the procedures to follow to report any safeguarding concerns. Staff know the signs and symptoms which indicate a child is at risk of harm. They confidently describe the procedure they would follow should they have concerns about a colleague's practice or conduct. Staff recruitment and selection procedures and risk assessments are effective. The manager and staff make sure children's safety is paramount. They ensure the nursery is safe for children by completing daily risk assessments and using any accident information to make immediate improvements.

What does the setting need to do to improve?

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

- ensure leaders help staff to improve their teaching to the highest level so that all activities consistently support the youngest children's communication and language development
- improve the good partnership working with parents to ensure they are all aware of their children's targeted learning plans and how these can be promoted at home.

Setting details

Unique reference number	EY539488
Local authority	North Tyneside
Inspection number	10232454
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	63
Number of children on roll	57
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	0191 6436260
Date of previous inspection	17 August 2018

Information about this early years setting

Spring-Howden Nursery registered in August 2016. It is situated in Wallsend, Tyne and Wear. The nursery employs 11 members of childcare staff. They hold relevant early years qualifications from level 6 to level 3. The nursery opens from Monday to Friday, all year round. It offers care between 7.30am and 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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 leaders and managers and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is planned. They carried out a joint observation during a small group activity.
- The inspector observed the interactions between staff and children and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector held a meeting with the manager and a member of the senior management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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