

Inspection of The Horseshoe Day Nursery

Follonsby Terrace, East Boldon, Tyne and Wear NE36 0BZ

Inspection date: 5 May 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 thrive at this very friendly and welcoming nursery. They are happy, settled and secure. Staff place a strong emphasis on children learning about the natural world. Children benefit from daily access to fresh air, exercise and green space. They are taught to care for plants and creatures. This helps to support children's personal, social and emotional development. For example, they grow potatoes and sunflowers in the enclosed garden. Children dig in soil and plant bulbs. They care for caterpillars until they turn into butterflies and search for insects, using magnifying glasses.

Relationships between children and staff are good. Staff are kind, caring and sensitive. They speak to children respectfully and encourage them to use their manners. Key persons form close bonds with the children they care for. They know individual children very well. Overall, staff have a strong understanding of what they need to do to further embed and extend children's learning. Children become increasingly independent. They fetch and put on their own coats and aprons. Children benefit from a nutritious and balanced menu of healthy, home-made meals.

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

- Children are eager, enthusiastic and motivated to learn. They benefit from a wide range of stimulating and challenging activities. Staff plan exciting experiences for children which are based on their interests. For example, children pretend to camp in the garden, using a tepee. Staff encourage children to use their senses to explore herbs and flowers. They take the children to see the horses and ponies in an adjacent field.
- Staff plan strong support for children's physical development. Children develop their small-muscle skills through rich opportunities. For example, they take part in messy play, using their fingers and hands. They develop their large-muscle skills by climbing, swinging and balancing on equipment outside. Children build strength as they roll tyres up and down slopes in the nursery garden. They delight in this activity as they take turns to see who can roll their tyre the fastest.
- Overall, support for children's communication and language skills is good. Staff ensure that children hear lots of language each day through singing and stories. They introduce new words and ask questions that encourage children to give detailed answers. However, staff are not deployed consistently during group and transition times to provide greater support for children's listening and attention skills.
- Staff support children's literacy well. They plan activities for children which are based on their favourite books. For example, children take part in food tasting

sessions which are based on the food in the story 'The Very Hungry Caterpillar'. They grow beans in pots after reading the story 'Jack and the Beanstalk'.

- Staff weave children's developing mathematical skills into their everyday play and activities. For example, children identify the colours of cups they use to dig with soil. They count the number of jumps they make in music-and-movement sessions. Staff discuss with children the size of animals in the toy farm and the numbers on a measuring tape as they measure in the garden.
- Partnerships with parents are strong. Parents speak very highly of the nursery and the staff team. Staff have built good relationships with partner professionals in education. For example, they invite teachers from local schools to the nursery to help support children's moves from nursery to school.
- Staff provide good support for children with special educational needs and/or disabilities. For example, staff act on suggestions from health professionals to help to provide consistent support for children's development. They use sign language and visual prompts to help aid children's understanding and communication.
- The manager provides strong support for her staff team, including for their well-being. She provides support for staff's professional development through review meetings, training, observations of practice and constructive feedback.
- The manager gathers views from parents, and staff reflect on activities for children. They use this information to plan for the continuous improvement of the nursery. The manager is dedicated and passionate about the experiences offered for children and the quality of the service the nursery provides.
- Overall, staff support children to manage their behaviour. However, they do not consistently explain or help children to understand the impact of their behaviour on others.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff show a good awareness of their roles and responsibilities relating to keeping children safe. Staff know what might give them a concern about a child and the procedure to follow to help keep them safe. Staff complete safeguarding training to keep their knowledge up to date. They hold certificates in first aid. Staff have a strong awareness of how to teach children to keep themselves safe and healthy. For example, they encourage them to wash their hands before they eat. Staff encourage children to walk inside, rather than run, so that they do not trip or endanger others.

What does the setting need to do to improve?

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

- deploy staff more effectively to support children's listening and attention skills,

- particularly at group times and as children move from one routine to another
- help children to understand the impact of unwanted behaviour on others.

Setting details

Unique reference number	EY224879
Local authority	South Tyneside
Inspection number	10229466
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	52
Number of children on roll	48
Name of registered person	Horseshoe Day Nursery Partnership
Registered person unique reference number	RP909282
Telephone number	0191 4698333
Date of previous inspection	28 November 2016

Information about this early years setting

The Horseshoe Day Nursery registered in 2002 and is located in Boldon, Tyne and Wear. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one who has early years professional status. The nursery is open from Monday to Friday all year round. Sessions are from 8am until 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 provider and has taken that into account in their evaluation of the nursery.
- The manager discussed with the inspector how the nursery organises and plans the curriculum and experiences for children. 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 on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample documents, including evidence of training and the suitability of staff.
- The inspector held discussions with the manager and staff. She spoke to parents to gather their views on the nursery and 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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