

Inspection of Westoe Village Kindergarten

St George's Avenue, South Shields, Tyne and Wear NE34 6ET

Inspection date: 25 April 2022

Overall effectiveness	Outstanding
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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 in this welcoming, inviting and stimulating nursery. They arrive happily, and are eager to explore and learn. Staff plan a nurturing environment across the whole nursery. This enables children to feel safe and secure. Children settle quickly into the nursery life. The manager and staff promote a child-led approach, which supports each child to learn and achieve, including those children with special educational needs and/or disabilities (SEND). Children demonstrate a sense of belonging and feel comfortable in their surroundings. They form strong bonds with the staff that care for them. This helps children to have the confidence and desire to explore their environment independently. Children move very confidently between play areas. They make their own play choices from the interesting variety of experiences on offer. Children are curious and excited to explore the resources, and show high levels of engagement.

Children are extremely polite, show kindness and are respectful towards each other. They say please and thank you without being prompted when they ask for things, such as more fruit at snack time. Children explore and test out their ideas with their activities. They devise different ways and approaches as they work together. For example, when drawing around each other on the floor, they decide to create a bigger space to allow everyone to participate. Children enjoy each other's company as they sit together during mealtimes. They chat about their day and build friendships. Staff provide opportunities for older children to develop their independence. For example, children go to the trolley and make choices about their food.

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

- Support for children with SEND is superb. Staff quickly identify if children need extra support with their learning. They take swift action and account of information they exchange with other professionals and parents, to ensure that children receive targeted support. For example, staff have implemented language programmes in partnership with speech and language teams.
- The curriculum for children is highly ambitious and runs through the whole setting with seamless fluency. Staff plan excellent first-hand experiences to help children to learn about their local community and the wider world. For example, staff identify that children have not been on a bus and organise a bus ride. Afterwards, staff provide a range of boxes to facilitate children's imaginations. Children eagerly build their own bus with boxes, making wheels and tickets for their friends. Staff teach children about other cultures and festivals to broaden their understanding of faiths and religions within their community and beyond.
- Staff carefully plan and organise the rooms to boost children's physical skills. In all areas of the nursery, children are able to move independently from inside to

outside. Cosy 'nooks' are available for children to snuggle up with staff. Staff plan the environment to support babies in their early walking. Babies hold onto furniture as they 'cruise' around the setting before walking independently.

- Staff support children to understand about healthy lifestyles. They facilitate discussions and provide activities focused on oral hygiene and healthy diets. Children discuss how they need calcium for healthy teeth and identify appropriate foods. Older children complete a 'daily mile' to support their understanding of exercise. Children feel their hearts before and after, and understand the impact on their bodies. They explain how they feel more awake and ready to learn.
- Staff are highly skilled at maximising spontaneous opportunities to extend children's learning. For example, when children discover a spider's web, staff encourage children to think how they can make their own. They provide the resources and children build the web with tape, so that they are able to catch the 'bugs' which they draw.
- The management team and staff work in strong partnership with parents. Parents are kept fully informed of their child's learning. They meet with their child's key person every term, either online or face to face. This ensures that parents know that their children are making good progress. Staff share ideas with parents about how to support their children's learning at home.
- Staff support children to develop strong communication skills. They ask children thought-provoking questions, and encourage children to be inquisitive and problem solvers. They provide opportunities for children to develop their language. For example, during stories, children stand at the front of the group and confidently tell the story, predicting and changing the ending.
- The manager is dedicated to providing children and their families with the highest quality of care and learning. She has a very strong emphasis on enhancing staff's skills and knowledge, to support children to achieve the best possible outcomes. Staff are motivated and enthusiastic in their quest to improve. For example, they have accessed training to implement sign language, which has had a positive impact on children's communication skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a deep awareness of their roles and responsibilities in relation to keeping children safe. They are alert to any indications that children might be at risk of harm. Staff take immediate and decisive action to report any concerns, including broader issues, such as extremism and religious rituals. Staff have clear lines for reporting any concerns, including referring to the local safeguarding partnership. There is a thorough recruitment process to ensure the suitability of staff. Staff supervise children closely. They are watchful when children engage in risky activities, such as using tools and equipment.

Setting details

Unique reference number	EY392863
Local authority	South Tyneside
Inspection number	10220328
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 6
Total number of places	67
Number of children on roll	119
Name of registered person	Eamonn Patrick Gribben and Susan Julie Gribben Partnership
Registered person unique reference number	RP905868
Telephone number	0191 4553813
Date of previous inspection	10 October 2016

Information about this early years setting

Westoe Village Kindergarten registered in 2009 and is one of six nurseries within the group. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, including one member of staff who holds qualified teacher status. The nursery opens all year round from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 manager and has taken that into account in their evaluation of the provider
- The manager and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views through written feedback.

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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