

Inspection of St Martins Centre Nursery

St Martin's Centre, Roman Avenue, Newcastle Upon Tyne NE6 2RJ

Inspection date: 19 July 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Every child is given the opportunity to thrive and reach their full potential in this community-focused nursery. Highly qualified staff take the time to understand children's unique personalities and specific needs. As a result, all children make the very best progress in all aspects of their development. Curious learners, children in this nursery are highly engaged in exciting activities that reflect their interests. Problem-solving skills are nurtured as children attempt to free the dinosaurs from blocks of ice. They think carefully about what tools they need to complete the task and are able to communicate their plans clearly to staff using both words and signs. This ensures all children's voices are heard and all can participate.

Younger children are learning how to cooperate and play well together, with observant staff on hand to remind children to share when necessary. As a result, children benefit from learning in a positive, respectful culture, where each individual is nurtured and valued. Consistent routines help to ensure children feel safe and secure. Graduation hats are worn with pride, and children smile when their friends clap to let them know they have achieved something amazing. This is a nursery that goes beyond the expected and, as a result, children leave as confident, curious learners, armed with a rich set of experiences that will support them as they take their next steps.

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

- All staff are dedicated to providing high-quality, inclusive care and education for every child in this nursery. Leaders support this vision well by providing a robust and effective system of support for all staff through regular supervisions and observations. This focused professional development ensures that the skills, knowledge and understanding of all staff continually develops, ensuring the provision of high-quality teaching.
- Staff feel valued by senior leaders. Opportunities for reflection regarding the quality of the provision are provided regularly, and staff feel their views are listened to and acted upon. Their well-being is valued as much as their skills as early years professionals. As a result, this is a close team, with a shared commitment to ensuring the best for all children and families.
- The curriculum is designed to meet the needs of every child in the setting. Well-qualified staff understand where each child is on their learning journey. They use children's specific interests, coupled with an understanding of how they learn best, to ensure they make the very best progress. For example, a fascination with water is used to encourage children to join in activities with their peers. Similarly, a keen interest in making dough is used as an excellent opportunity to develop mathematical language. Learning is sequenced well and builds on what children know and can do.

- The progress made by many children in their communication and language is exemplary. Staff take every opportunity to speak to children and encourage conversation. They play alongside children and talk about what they are doing, introducing new vocabulary and repeating words back. Snack time is a highly social occasion, with children and staff sitting together chatting. The interchangeable use of spoken language, visual timetables and signing ensures all children are heard and take part. Specific communication pathway plans along with individual one-to-one activities ensure that children receive the support they need. As a result, children speak with increasing fluency and are ready to cope with the demands of school when they leave.
- A love of reading is actively promoted with both parents and children. Regular stay-and-play sessions are designed to provide parents with ideas to support their children's learning at home. The nursery's lending library is well used, and children talk animatedly about their favourite books, laughing when they explain how 'the tiger drank all daddy's beer.'
- Children's emotional resilience is nurtured, with clear boundaries and consistent expectations provided by all staff. A bell signals welcome time and all children happily sit together. Welcome songs include words in different languages to reflect the diverse backgrounds of children who attend. Children enjoy hearing familiar words in their home language. Children listen intently to staff and others, and know to wait until it is their turn to speak. Special one-to-one time is used effectively to support those children who need additional support to regulate their emotions, with excellent results. External professionals working with this nursery give it high praise and share some of their excellent practices with others.
- Children with special educational needs and/or disabilities achieve the best possible outcomes. The role of the Special Educational Needs Coordinator (SENCo) working with all staff is key to enabling this. Specific plans are built around the individual needs of the children, and this is done in consultation with parents and external agencies where necessary. Additional funding is used wisely and effectively to support this rapid progress. This includes the provision of additional one-to-one support, and the provision of interpreters to enable parents to be fully involved in discussions about their children's progress. Parents say how the early identification of specific needs has enabled their children to get the support they need.
- This is a nursery at the heart of a community. Partnerships with parents, local schools and external professionals are highly effective, and this ensures the needs of families and children are met. A trip to a local farm is one example of how this nursery strives to enrich the lives of its families. Parents cannot talk more highly of this nursery and its staff. It has helped to change lives, nurtured and shaped personalities and forged a firm foundation on which to build future learning.

Safeguarding

The arrangements for safeguarding are effective.

Children are well protected by a knowledgeable staff team, who understand how to safeguard children effectively. Staff know how to report concerns, including if an allegation is made against a staff member, and to do this in a timely manner. Leaders ensure that safeguarding matters are discussed regularly as part of supervisions and staff meetings. They also ensure that knowledge remains up to date by providing focused training sessions. Recent examples include training on the 'Prevent' duty, county lines, domestic violence and drug and alcohol misuse. Robust safer recruitment practices are routinely followed, ensuring that only those safe and suitable to work with children do so. This includes the appointment of volunteers. Thorough risk assessments ensure that the environment is safe for children. Regular reviews of risk assessments and accident forms ensure that all areas of the nursery remain safe and suitable for children.

Setting details

Unique reference number	EY481328
Local authority	Newcastle upon Tyne
Inspection number	10225917
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	63
Number of children on roll	59
Name of registered person	St. Martin's Centre Partnership
Registered person unique reference number	RP904114
Telephone number	0191 276 4002
Date of previous inspection	22 September 2016

Information about this early years setting

St Martins Centre Nursery registered in 2014. The nursery employs 10 members of early years staff. All hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The nursery opens term time only. Sessions are from 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Information about this inspection

Inspector

Jayne Coward

Inspection activities

- This was the first routine inspection that 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 deputy manager took the inspector on a learning walk and talked to her about their curriculum and what they wanted the children to learn.
- The inspector observed the quality of education provided, indoors and out, and assessed the impact this was having on children's learning.
- The inspector spoke to children and staff during the inspection.
- Parents were invited to speak to the inspector and share their experience of the nursery.
- The inspector held a meeting with the SENCo, as well as the manager, her deputy and the nominated individual.

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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