

# Inspection of Edwin Street Nursery

Amble First School, Edwin Street, Amble, MORPETH, Northumberland NE65 0EF

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Inspection date: 8 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is outstanding

Children are extremely happy and positively thrive in this nurturing setting. They form exceptionally close bonds with staff, who are calm, nurturing and skilful. Children thrive in all areas of their learning. All staff share consistently high expectations. A highly stimulating environment provides children with a wealth of exciting opportunities. For example, children are keen to look for insects in their bug hotel. Staff extend this by creating a garden area within the home corner. Children eagerly explore, recalling the names of the bugs they have seen previously. Children write their own names, point out print and are beginning to read. They make shopping lists so that they can prepare 'lunch' for their friends. Staff skilfully question the children so they have time to think about their answers and to solve their own problems. For example, children happily discuss how they can make the dough less sticky by adding more flour.

Children have an exceptional knowledge of how to keep themselves safe. They independently risk assess during learning opportunities. For example, they confidently talk to their peers about the importance of managing any potential hazards. Children remind their friends that 'we need to keep sand in the tray because we don't want to get it in people's eyes, which will make them sore.' Children's behaviour is exemplary. They are very clear about the rules and boundaries in the nursery. They collectively give staff a 'high five', repeating the five rules of the nursery as they do so. Children beam with pride as they receive 'puffin points' to acknowledge their achievements, such as counting and identifying numbers, reading simple words and writing their name.

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

- The well-qualified staff show a genuine enthusiasm and passion for their work with children. They plan a clear and sequenced curriculum that follows children's interests and ensures that all children move on to the next steps in their learning quickly. For example, children hear the initial sounds on their name pegs, which are labelled with objects with the same sound. They show great confidence to express that 'frog' begins with the same sound as their friend's name. This is skilfully extended when children sound out to write down items, such as 'fruit', for a shopping list.
- Literacy is promoted well throughout the nursery. Staff have created book bags and 'bedtime books'. Staff implement a progressive 'reading spine' for all children where core books, including poetry books, build on children's next steps in learning and develop their love of reading. Staff produce 'word walls' to share with children and their parents, as children build on their vocabulary.
- Staff expertly help children to develop their mathematical skills. They use mathematical language in their play. For example, children readily count from

one to 10 and beyond as they throw bean bags into the numbered, coloured hoops. Young children learn about simple mathematical concepts, such as 'full' and 'empty', as they make pretend ice-cream cones in the sand.

- Staff comprehensively assess children's development, with support from parents, when they start. Staff use this information, together with careful observations, to identify children's next steps in learning. Any gaps in children's development are therefore identified as soon as possible. Parents are delighted with the service their children receive and the progress that children make. They comment on how lucky they are that their children can attend such a caring setting.
- Children's personal development is superbly promoted. For instance, children are encouraged to volunteer their friends for special responsibilities and assigned roles for the day, such as soap monitor and line leader. Children understand and discuss the importance of such roles and why they are important. This supports children to adopt a high level of care and consideration for the nursery, their friends and the world around them.
- Children move on to school seamlessly. They take part in school assemblies and join in with group play times, which helps them to focus on forming early friendships. Children have high levels of respect for others, and this builds on their knowledge of what makes them unique.
- Leadership and management are inspirational. They demonstrate an exceptionally strong commitment to continuous improvement. Staff receive precisely targeted support through highly effective team meetings, training days, supervision meetings, and focused actions for professional development. For example, they identified specialist training which provides targeted intervention to boost children's language skills and help narrow any gaps in learning, particularly after the COVID-19 pandemic. As a result, all children, including those with special educational needs and/or disabilities, those from disadvantaged backgrounds, and those in receipt of additional funding, make excellent progress from their starting points in development.

## Safeguarding

The arrangements for safeguarding are effective.

The nominated person, manager and staff demonstrate extensive knowledge of how to safeguard children. They understand the procedures to follow if they have any concerns about a child's welfare. Staff are confident about what they should do if they have a concern about a colleague. Leaders have rigorous recruitment, vetting and induction processes in place to ensure that all staff employed are of the highest quality and suitable to work with children. They use a national electronic system to ensure that all children are fully supported. Safeguarding documentation is clearly displayed to enable quick access if the need arises. Staff make additional checks on visitors to ensure the safety of all concerned.

## Setting details

<b>Unique reference number</b>	EY461869
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10229363
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Edwin Street Nursery Committee
<b>Registered person unique reference number</b>	RP532543
<b>Telephone number</b>	01665710388
<b>Date of previous inspection</b>	20 October 2016

## Information about this early years setting

Edwin Street Nursery registered in 2013 and is located in Morpeth, Northumberland. The nursery employs four members of childcare staff. Of these, one holds qualified teacher status and three are qualified to level 3. The nursery opens Monday to Friday. Sessions are from 8.45am until midday, and then from 12.30pm until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Crumpton

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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