

Inspection of New Beginnings (Moorside)

Moorside Childrens Centre, Chester Road, Moorside, Consett, Co Durham DH8 8EQ

Inspection date: 28 October 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 enjoy every minute of their time in this nursery. Parents comment that their children show how happy they are with their huge smiles as they arrive. Staff are kind, nurturing and want all children to make the best possible progress. Children access a range of resources in well-organised environments. Staff encourage children to make choices and actively encourage their views. For example, pre-school children form a 'nursery council' to share ideas and make suggestions. Babies have lovely attachments with their key persons. They enjoy playing 'ready steady go' activities, such as posting balls through large tubes. Babies excitedly communicate 'more' and giggle as they play. Children learn about the world around them. They plant herbs, pick apples and make insect houses. They enjoy 'wellie walks' in the local countryside and visit the library on the bus.

Children have lots of opportunities to explore and investigate outdoors in the fresh air each day. Older children enjoy playing in the mud kitchen. They develop their coordination, as they empty and fill different containers, cutting and adding fresh herbs to their concoctions. Younger children paint on ground, naming the colours and experimenting with how they can change them. Children behave well. Older children take turns on a large bucket swing outside. Younger children wait their turn to pick a prop to choose their favourite song. Children learn how to keep themselves safe. For example, they understand that they need to wear helmets when they ride on bicycles.

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

- Staff offer children a motivating curriculum, which takes account of what they need to learn next. Children are engaged and challenged in the learning. They thrive and flourish in this nursery.
- Older children are confident communicators. Staff ask children questions which encourage them to provide a detailed response. Children learn new vocabulary when they play. For example, when they explore autumnal resources, they use words such as 'hibernate', 'whole' and 'half'.
- The manager acknowledges that some staff would benefit from extending their knowledge of how to support younger children's communication. For example, at times, staff do not remove babies' dummies when they babble. Some staff do not think about how they can use a range of strategies to help children to understand what is happening next.
- Staff understand that children need to develop their muscles in their hands to prepare them for later writing. Toddlers hammer pegs into pumpkins, squeeze pipettes in water and paint on large pieces of paper on the fence. Older children use tweezers to transport pom-poms and use tools to twist and turn screws.
- Staff work extremely well with parents. They share information each day about

children's learning and development. Parents are invited to 'come and see' sessions in the nursery, where they can see what their children are doing and take part in activities, such as den building.

- The nursery is fully inclusive and welcomes all children. Children with special educational needs and/or disabilities are supported very well. The special educational needs coordinator works closely with other professionals to help children to catch up in their development. She provides advice and support to staff to help them to implement strategies and additional interventions.
- Staff use additional funding well to support individual children. Some children are offered extra sessions and additional adult support. Staff expand children's experiences by inviting external professionals who offer different activities, such as yoga, drama and cookery.
- Staff help older children to develop their independence to be ready for school. Older children set the table at lunchtime, cut their fruit at snack time and spread butter on crackers. They learn to dress themselves and put on their wellies.
- On occasions, staff do some tasks for younger children that they could learn to do themselves. For instance, staff wipe toddlers' noses, dress them and put their aprons on for them. This limits younger children's attempts at having a go at being independent.
- The manager and deputy manager are strong leaders. They are dedicated to supporting children, families and the local community. The manager, the providers and deputy manager value staff and support them to enhance their practice. For instance, staff very much appreciate the 'moments that matter' scheme, which recognises their achievements.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe in this setting. The parts of the community centre that children access are secure. Staff have a strong understanding of the signs and symptoms of abuse. They know what to do and who to contact if they have a concern about a child's welfare. The manager has a good awareness of risks to children in the local community. She makes sure that all staff keep their safeguarding knowledge up to date. Children are encouraged to think how to keep themselves safe. For example, they learn about road safety and think about risks when they play.

What does the setting need to do to improve?

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

- extend staff's understanding and knowledge of how to support younger children's communication and language
- support staff to encourage younger children to extend their independence and self-care skills.

Setting details

Unique reference number	EY356648
Local authority	Durham
Inspection number	10216344
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	32
Number of children on roll	53
Name of registered person	New Beginnings
Registered person unique reference number	RP527054
Telephone number	01207 500073
Date of previous inspection	12 December 2016

Information about this early years setting

New Beginnings (Moorside) registered in 2007 and is located in Moorside, County Durham. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications, ranging from level 3 to level 6. The nursery opens all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays and one week over Christmas. It provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The deputy manager discussed with the inspector how staff organise and plan the curriculum, environment and experiences for children during a learning walk.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact on children's learning.
- The deputy manager and the inspector evaluated pre-school children's learning together in the pre-school room.
- The inspector held a meeting with manager and the deputy manager. She looked at relevant documentation, including evidence of the suitability of staff working at the nursery.
- The inspector spoke with staff and children during the inspection. She took account of the written views of parents.

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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