

Inspection of Field House Nursery

Field House, Whitley Road, Benton, Newcastle upon Tyne, Tyne and Wear NE12 8BP

Inspection date: 17 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children thrive in this caring nursery. They develop strong relationships with their key person and other staff. For example, two-year-old children enjoy sitting on their key person's knee as they sing songs. Parents comment that the dedication that staff have is phenomenal, particularly for children with special educational needs and/or disabilities (SEND). Managers have steered the nursery through a period of unsettlement due to the COVID-19 pandemic and fully acknowledge how this has impacted on the practice. Despite changes to staffing and the room organisation, staff continue to have very high expectations of children's learning. For example, older children confidently count to 20 and beyond in their play. Babies develop their small-muscle skills as they grasp and pick up things.

Children behave well. Children follow the instructions of staff, for instance, as they line up to go outside. They understand that they need to move around the nursery quietly, so they do not wake the babies. Staff teach children how to come down the stairs safely. They carefully consider the skills that children need to manage a flight of stairs safely. For example, toddlers learn to go up and down a small number of steps on a wooden play structure. In the Tulip Room, children consolidate these skills and learn to manage a flight of stairs, holding the handrail.

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

- Managers are committed to the development of their staff team at all levels and provide high-quality support and training. They are currently supporting newer staff as they work towards relevant childcare qualifications. Experienced staff working with older children have reflected on how they develop children's creative skills after training at local art galleries.
- Staff know what they want children to learn. This is based on clear assessments of children's age and stage of development. For example, staff plan opportunities for toddlers to develop the strength to pull themselves up. This supports children to make good progress.
- Managers evaluate children's learning. They take effective action when they identify any areas of learning where there are gaps in children's development. For example, managers are currently developing children's physical development. They have provided additional resources to support children's balance and coordination. Staff provide clear information to parents too, so that they understand how they can support children's physical development.
- Children develop a love of books. Staff read books with excellent expression. This excites and engages children. For example, two-year-old children listen to books well. They comment on the illustrations and join in with refrains. Younger children thoroughly enjoy the story of 'The Gruffalo'. This helps to develop children's language and communication.

- Children concentrate well in group activities. Two-year-old children thoroughly enjoy exploring and chopping vegetables as they make soup. Staff support them extremely well as they learn to use knives with control. Children persevere as they learn to hold knives correctly.
- There are times throughout the day when some children have fewer opportunities to explore their own learning and develop the ability to do tasks for themselves. For example, staff do not always give enough thought to how children can develop their curiosity and exploratory skills when they are not actively engaged in an activity with an adult.
- Managers and staff have a very strong relationship with parents. They consistently share information about children's learning and development. This helps parents to understand what their children are doing in nursery and how they can help at home. Parents also appreciate that managers keep them up to date about the changes in staffing or training that staff have attended.
- The provision for babies is a strength of the nursery. Staff have an excellent knowledge of the babies they care for and use this to create a stimulating environment that meets children's needs. For example, they provide a range of activities to encourage skills, such as crawling or pulling themselves up on furniture. Staff communicate effectively using single words. They sing throughout the session to strengthen babies' language skills further.
- Children with SEND are exceptionally well supported. An experienced leader works alongside staff and other professionals to provide children with the help and support they need. Staff are proactive in accessing early help and swiftly address any gaps in children's learning to help them make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have an excellent understanding of safeguarding. They talk confidently about how they keep children safe, such as by keeping the doors into the nursery locked. Managers ensure that staff attend in-depth training on child protection issues and regularly check their understanding. Staff talk confidently about the signs and symptoms that suggest a child may be subject to abuse. They know what they would do in the event of an allegation against a member of staff. Staff have a detailed understanding of local authority procedures and the actions to take if they had any concerns about children's welfare.

What does the setting need to do to improve?

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

- extend opportunities for children to develop as independent and curious learners to raise their achievements to an even higher level.

Setting details

Unique reference number	310207
Local authority	North Tyneside
Inspection number	10229403
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	119
Number of children on roll	136
Name of registered person	Jigsaw Care Limited
Registered person unique reference number	RP551164
Telephone number	0191 270 1066
Date of previous inspection	21 February 2017

Information about this early years setting

Field House Nursery registered in 1992 and is located in Newcastle upon Tyne. The nursery employs 33 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round apart from a week at Christmas and two training days. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Elizabeth Fish

Nicola Jones

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 showed the lead inspector around the nursery and explained how they organise the curriculum.
- The inspectors observed children playing and evaluated the impact on their learning.
- Parents spoke to the inspectors and shared their views on the nursery.
- The inspectors spoke to children and staff at appropriate times during the inspection.
- The inspectors talked to managers about how they manage the nursery and support staff.
- The manager evaluated an activity with the lead inspector.
- The inspectors looked at a range of documentation, including those relating to staff's suitability.

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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