

Inspection of Crookhill Early Years

Crookhill Primary School, Hexham Old Road, Ryton NE40 3ES

Inspection date: 18 January 2023

Overall effectiveness **Good**

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 are at the heart of everything this setting does. They are encouraged to be independent and learn to do things themselves. Children put on their own coats, hats and scarfs ready to play outside. They wash their own hands before lunch and snack. They are encouraged to tidy up, and put toys away. The environment has been carefully thought out so that children can access a range of resources independently. This includes activities, such as mixing their own paint and choosing their own creative materials. Older children who attend before and after school have the benefit of being able to play with a wide range of activities after a day at school. Younger children enjoy playing alongside their older friends.

Children are encouraged to be outdoors in all weathers. During the winter, they go sledging in the snow and explore ice which has frozen inside containers in the mud kitchen. They use mathematical language to describe the shape of the ice and then they count the number of pieces of ice once they crack it apart. With the support of inquisitive adults, they develop curiosity about the world around them. Through experiences, including forest school, they get to see deer, squirrels and foxes around the setting. They are excited to share these experiences with their families, telling them, 'that's where the foxes live'.

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

- Key persons and other staff in the nursery know children very well. They meet children through activities, such as home visits before they start, and get to know about their family backgrounds. This helps key workers to support children when they start and this helps children to quickly settle. Staff know where children are now in their development and what they are supporting children to learn next. Key workers of children with special educational needs and/or disabilities work very closely with external agencies, to ensure that their needs are fully understood and supported.
- Children develop a love of books and enjoy sharing them with adults and other children. They have access to a range of books, both indoors and outdoors, and have cosy places to snuggle up and read. They have books which make noises. This encourages children to share stories with each other. Children want to join in with listening to the sounds from books, saying 'do me, do me', so that they can hear the dinosaur noises too. They then 'roar' back at the dinosaur they see and hear, and laugh with each other. They pretend the dinosaur is going to eat them up saying 'yum, yum, yum, yum, yum', while moving the book around which has a picture of a tyrannosaurus rex.
- During whole-group teaching, children are encouraged to re-read stories which helps them to learn new language. Activities build well on children's prior knowledge, overall. For example, when reading a story of the gingerbread man

children have fun trying to guess the ingredients that can be used to make gingerbread. However, at times, activities are not always appropriate for the youngest children and they find it difficult to maintain their interest.

- Staff support children who are confident speakers. A child enthusiastically tells the inspector, 'We've lost one, two, three eggs and I'm using my binoculars to find them.' The member of staff encourages the child to look for clues. The child replies saying, 'Ah ha, I've found some clues over here, on the floor.' However, very occasionally staff do not simplify their language to make the most of interactions with some children who are still in the early stages of developing their communication skills. This means some children's early communication and language skills are not always supported to the highest level.
- Relationships with parents are strong. Parents feel supported by the setting and say they, 'go above and beyond' and always put the children first. They feel staff are approachable and children of all ages really enjoy coming. Parents feel they are kept up to date with their child's development. This helps them to further support their children's learning at home. Parents say that children develop a, 'love of reading' which stays with them when they move on to school.
- The setting has excellent relationships with the on-site school. They share professional development and teachers from the school come into the setting to share good practice on how they teach in school. When children are preparing to move, teachers visit the children and get to know parents prior to children starting. This ensures that children have smooth transitions and are ready for the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that all staff have safeguarding training. Some staff have had advanced safeguarding training to help them complete their role as designated safeguarding lead. Staff are confident about what they would do if they had any concerns about the safety of a child. They are aware of safeguarding concerns which are specific to the local area. Managers are aware of safer recruitment procedures and follow these when employing new staff. Staff complete regular risk assessments and encourage children to manage their own risks. For example, when lifting a metre ruler, children are encouraged to keep looking around them so that they don't bump anyone with it.

What does the setting need to do to improve?

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

- review group time activities and consider how to promote younger children's engagement and enjoyment to a higher level
- enhance even further staff's focus on children's early language development, to

ensure that all children make the best possible progress in their communication skills.

Setting details

Unique reference number	EY488663
Local authority	Gateshead
Inspection number	10229374
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	2 to 11
Total number of places	60
Number of children on roll	86
Name of registered person	Crookhill Early Years Limited
Registered person unique reference number	RP534548
Telephone number	0191 4137473
Date of previous inspection	28 February 2017

Information about this early years setting

Crookhill Early Years was registered in 2015 and is located in Ryton. The nursery employs seven members of childcare staff. Of these, two have early years professional status, one has an appropriate early years qualifications at level 3, one is working towards qualified teacher status, two are working towards appropriate level 3 qualifications and one is unqualified. The nursery opens from Monday to Friday, term time only. 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

Inspector

Lianne Dixon

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 leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector observed staff and children's interactions both indoors and outdoors and assessed the quality of education.
- The inspector carried out a joint observation of a communication, language and literacy activity with the managers.
- The inspector spoke to several parents during the inspection and took account of their views.

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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