

Inspection of St Agnes Day Nursery

School House, Rosedale Road, RYTON, Tyne and Wear NE40 4UN

Inspection date: 12 January 2023

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

The provision is good

Children happily enter this exciting and interesting nursery. They develop strong relationships with their key person, and confidently leave their parents at the front door. Children practise their early literacy skills. They identify the pictures on their pegs and register themselves into the setting. Children demonstrate their confidence and independence as they move around the nursery. They lead their own play and make decisions about what they want to do. For example, children decide that they want to have a wedding. They invite others to join in and together they make hats and crowns for the wedding. Children demonstrate consistently positive attitudes to their learning.

Children show high levels of confidence in social situations. They invite the inspector into their play and demonstrate how to make a wand. Children behave very well. They are kind and compassionate towards their peers. For example, when children are too shy to join in group activities, other children hold their hand and give them encouragement. Children develop a love of books and listen intently to stories. Staff introduce new vocabulary and children use these words throughout the day. For example, staff explain the word 'magnificent'. Children then use this word to describe their favourite objects.

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

- Parents speak very highly of the staff at the nursery. They value the excellent communication, verbally each day, and through an online app. Parents comment that staff are 'amazing' and 'awesome'. They explain that staff have their children's emotional well-being at the forefront of everything that they do. Parents feel fully involved in their children's learning and feel that the nursery staff are part of their family.
- Staff embed mathematics throughout the day. They encourage children to hunt for shapes around the nursery. Children cheer as they identify shapes and tick them off their list. Staff introduce words such as 'hexagon' and 'oval'. They weave numbers and counting through all activities. This helps children to gain a good understanding of early mathematics.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator works collaboratively with parents and other professionals. She creates learning plans to meet each child's individual needs. As a result, children progress well.
- The manager and her deputy are extremely passionate and ambitious. They have very high expectations for staff and children. The manager and her deputy are an excellent support for staff. They provide robust supervision sessions to ensure that staff have good support and their workloads are manageable. Staff attend regular training and share their learning with the rest of the team. Staff's

well-being is paramount and their morale is high. They report that they feel valued and well supported by the leadership team.

- Children work collaboratively. They play alongside each other, sharing resources and taking turns. For example, children help their friends to measure and cut the correct lengths of tape. Children are busy and highly motivated to learn. They persevere when facing difficulties. For example, children keep on trying as they build a pretend cave for a bear. They work together to connect the tarpaulin, pegs and foam bricks.
- The quality of teaching is good. Leaders know what they want children to learn. Staff follow children's interests and weave them into activities. For instance, children have fun experimenting with dough and coloured sand. However, some staff are not specific enough about the intent for activities. This means they do not always focus on the key skills they want children to achieve. For example, during a large-group activity, staff do not use the opportunity to add new vocabulary, to teach children new words and their meaning.
- Staff plan meaningful activities that help to support children's physical development. For example, children have opportunities to develop their small-muscle skills through activities, such as dough gym, gluing and sticking, and pouring fine sand through sieves. This helps to develop children's large- and small-muscle skills. Furthermore, children carry out 'mindful yoga' sessions. This helps to develop balance, coordination and helps children to relax and self-regulate.
- The nursery provides children with a rich set of experiences that promote an excellent understanding of the wider world. Children benefit enormously from learning about other cultures. Staff introduce Chinese New Year and Black History Month. They discuss how children have different features and families. Staff explain how children are individual and unique. Furthermore, staff introduce stories and resources to children to help them understand the wider world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of their responsibilities to keep children safe. They regularly attend training to keep their knowledge and understanding up to date. Leaders regularly test staff's knowledge by asking them safeguarding scenarios. Staff are confident in recognising signs that would indicate a child is at risk. For example, they are aware of the signs that would indicate a child is at risk of radicalisation. Staff understand the procedure for reporting concerns. The manager carries out robust recruitment procedures to ensure that all staff working with children are suitable. Staff carry out robust risk assessments. This helps to keep children safe.

What does the setting need to do to improve?

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

- build on staff's knowledge of the curriculum intent, so that they are clear about the skills and knowledge which they want children to gain from all experiences.

Setting details

Unique reference number	EY413534
Local authority	Gateshead
Inspection number	10229351
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	3 to 10
Total number of places	26
Number of children on roll	45
Name of registered person	St. Agnes Day Nursery Limited
Registered person unique reference number	RP904239
Telephone number	01914134822
Date of previous inspection	9 February 2017

Information about this early years setting

St Agnes Day Nursery registered in 2010 and is located in Ryton, Tyne and Wear. The nursery employs nine members of childcare staff. Of these, two hold qualified teacher status and one has a qualification at level 5. All other members of staff all hold early years qualifications at level 3. The nursery opens during term time from 9am until 3pm, Monday to Friday. It also operates before and after school during term time from 7.30am until 9am and from 3pm until 6pm. The nursery offers a holiday club during all school holidays, with the exception of Christmas, which operates from 8am until 5.30pm. It provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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.
- Parents shared their views of the setting with the inspector.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.

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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