

Inspection of Newtown Road Day Nursery

8 Newtown Road, CARLISLE CA2 7JH

Inspection date: 13 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in the calm nursery environment. They show that they feel safe and ask staff to join their play. Babies snuggle into staff's arms as they doze, demonstrating strong attachments. Children behave well and enjoy each other's company. They choose to play games together and build models with small bricks 'for their friend'. Children have positive attitudes towards their learning. They are polite and respectful, following staff's good examples. This creates an environment which promotes learning. Children make good progress from their starting points.

Children enjoy stories and books from the youngest age. As they progress towards school age, they choose books for themselves and look at them independently. Children develop a love of reading which forms a strong foundation for future learning. They are confident and chatty. Children learn to use sign language to aid communication with staff as part of their everyday routines. This helps all children to communicate effectively.

Children develop good independence skills. Staff encourage them to do small tasks for themselves. For example, children know to clear their own plate and cup from the table after meals and snacks. Children know that routines of the day help to keep them safe. For instance, staff discuss why it is important to check outdoor areas before going out to play. Children understand the high expectations that staff have of them.

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

- Staff make good use of the outside spaces so that children benefit from regular fresh air. They also visit local parks where there are larger areas to run around. Children practise their physical skills outside as they balance on planks and throw and kick balls. Babies develop their core strength as they learn to pull themselves up on low tables. Children's physical development is promoted well.
- Leaders show commitment to continuous improvement, regularly seeking the views of staff, parents and children. The management structure is sound, with senior leaders supporting the new manager well. Staff supervisions are regular and generally effective. Staff training is targeted and benefits children's experiences.
- Children with special educational needs and/or disabilities are particularly well supported. Their skilled key staff understand their needs very well and work with other agencies to ensure that support is timely. Additional funding is spent appropriately. For example, children receive one-to-one support where necessary. All children make good progress from their different starting points.
- Monitoring and assessment of children's progress is regular and is generally effective. However, leaders do not have a precise overview of the monitoring of

children's progress and planning for their learning. This means that some children's learning is not precisely focused on the areas where they require the most support.

- Staff generally know children well and plan for their learning based on what they already know and can do. However, they do not always share information on children's learning and progress when children make the transition to a new room. This hinders the continuity of children's learning.
- Staff help children to prepare well for their move on to school and the wider world. Each child learns about how they are unique and how to be considerate of others. Children find out about different types of families and learn about celebrations and customs from other cultures. Staff also focus on helping children learn to lead healthy lifestyles. Children begin to prepare for life in modern Britain.
- Partnerships with parents are strong. Parents praise leaders and staff for their support. Staff keep parents updated about their children's learning and progress. They offer ideas to extend children's learning at home. Parents feel valued and involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound knowledge and understanding of safeguarding policies and procedures. They know how to identify children who are risk of harm and how to refer concerns appropriately. Mandatory training is updated as necessary, and leaders share updates with staff as appropriate. All areas of the setting, and outings, are regularly assessed for risks to ensure children's ongoing safety. Staff teach children about internet safety and how to use technology appropriately. This helps children learn to keep themselves safe.

What does the setting need to do to improve?

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

- support staff to use their observations of children's learning more accurately in order to establish precise next steps that help all children to make continued good progress
- enhance the existing arrangements for children's transitions within the nursery.

Setting details

Unique reference number	EY406930
Local authority	Cumberland
Inspection number	10280215
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 4
Total number of places	49
Number of children on roll	68
Name of registered person	Sedgwick Nurseries Limited
Registered person unique reference number	RP902263
Telephone number	01228 512337
Date of previous inspection	14 August 2017

Information about this early years setting

Newtown Road Day Nursery registered in 2010. The nursery employs nine members of childcare staff. Six of these, including the manager, hold relevant qualifications at levels 2 and 3. One member of staff holds a relevant level 4 qualification and one holds qualified teacher status. The nursery is open each weekday from 7.45am to 5.45pm, all year round, except for bank holidays and two weeks over the Christmas period. The nursery is in receipt of funding for the early education of two-, three-, and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

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 nominated individual, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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