

# Inspection of Nurserytime

71-73 Beach Road, South Shields NE33 2QT

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Inspection date: 22 June 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children of all ages show that they feel secure, happy and confident and that they are 'part of the family' of the nursery, as parents describe it. Staff get to know children very well and gather information from parents to inform their planning from the start. Young children settle quickly and well as they set out on their exciting learning journeys. They are eager to take part in a wide range of activities and have a go. Pre-school children concentrate well while mixing paints, moulding dough and investigating floating and sinking objects. Babies squeeze citrus fruits in water, using all of their senses and exercising the muscles in their hands. Toddlers practise their communication and language skills as they enjoy telling adults about their strong interest in dinosaurs.

Staff have high expectations of children and their behaviour. They provide a wealth of praise. Children cooperate well during their play and learn to share and take turns. Staff model polite manners, saying please and thank you. Children say 'excuse me' when they want to get by and help with tidying away resources. Staff are respectful and kind to children in their care. They support children to make friends and develop their social skills. Children behave very well. This helps prepare them well for the next stage of their learning.

Children learn self-care, gain more independence and follow good hygiene practices from a young age. For instance, babies help to wipe their own hands after nappy changing. At mealtimes, older children serve their own food and pour water into cups to drink. Staff work closely with parents to support them, such as with toilet training for children.

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

- Strong, passionate and committed leaders share their vision and high ambitions for the nursery with their dedicated staff team. All staff are involved in reflecting on the strengths of the provision. They decide together how to continuously make improvements, taking account of the views of children and parents. An example of this is staff developing resources to support children when moving to school, in response to parent feedback.
- Support for staff well-being is a priority for leaders. Staff say that they feel valued and cared for by leaders and that communication is very good. There is an open door policy to discuss any concerns staff may have as well as ongoing supervision. Many staff have long-term careers at the nursery.
- Partnership working with parents is very strong. Key workers keep parents updated about children's experiences, routines and development through a variety of methods that suit families. Support for families is extensive and tailored to meet their needs. Parents say that the nursery is a 'caring and fun

environment'.

- Staff work closely with other professionals to secure any required help for children and are proactive in narrowing any gaps identified in their learning. All children make good progress, including those with special educational needs and/or disabilities.
- Children find out about the community around them when they go to places of local interest, including beaches, shops and a community garden. For example, they recently visited the mayor's office at the town hall and learned about the chiming clock that they hear from the nursery garden. Pre-school children become more aware of similarities and differences between themselves and others, such as when they sing songs at the nearby care home.
- Children begin to understand about making healthy choices with encouragement from staff. Children benefit from nutritious and inviting meals prepared with fresh ingredients on site. Dental checks at the nursery help to promote oral health. Children enjoy fresh air and exercise every day outside at the nursery and when they go for walks or play in the park. Their physical development is promoted well.
- Staff read stories enthusiastically and expertly to children and repeat familiar songs, rhymes and actions. Babies gleefully find puppets to match the animals behind the 'doors' while listening to their favourite book, 'Dear Zoo'. They listen to staff making animal noises and try to copy these. Toddlers delight in listening to a story about a dinosaur on the moon. Staff point out the title and author of the favourite book. These experiences help them to develop their early literacy skills and love of stories.
- Staff provide a commentary for children's play and introduce and reinforce use of new words to extend their vocabulary. They engage children in conversations throughout activities, which helps to support the good development of their communication and language skills. However, staff do not consistently allow plenty of time for children to think creatively and answer questions to build on their emerging skills.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of how to identify any signs of potential abuse or exposure to extreme views and behaviours. They are clear about what actions to take, including in response to allegations against a staff member. All staff complete regular training and update their knowledge to help prevent any risk of harm to children's welfare. Leaders provide scenarios and questions for staff to answer to help keep them alert to possible issues. Staff ensure that the environment indoors and outside is frequently checked and hygiene standards are high. Children learn to stay safe during outings and outdoor play. For example, they wear hats, jackets and sunscreen in preparation for walks.

## 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 consistently skilful questioning and allow children plenty of time to think for themselves and answer.

## Setting details

<b>Unique reference number</b>	2625144
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10289461
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	160
<b>Name of registered person</b>	Nurserytime Ltd
<b>Registered person unique reference number</b>	2625141
<b>Telephone number</b>	07836718332
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nurserytime registered in 2021 and is located in South Shields. The nursery employs 16 members of childcare staff. Of these, one holds early years teacher status, and 12 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Cathryn Clarricoates

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff, parents, and children spoke to the inspector at appropriate times during the inspection.
- The inspector spoke with the nominated individual and the nursery manager about the leadership and management of the nursery.
- 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 manager carried out a joint observation of a group activity with the inspector.

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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