

Inspection of Spring - Highfield

Whinfield Way, Rowlands Gill NE39 1EH

Inspection date: 10 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are confident and happy during their time in the inviting nursery. Staff demonstrate a good knowledge of their curriculum and how they support children to enjoy learning. There is a strong focus on developing children's independence from being babies. Staff in the under two's room focus on teaching children to feed themselves using a spoon. Older children pour themselves drinks and serve their own food. They learn how to put on their shoes and coats. This is all part of getting children ready to start school.

Children are keen to join in with the interesting activities that staff carefully plan for them. For example, staff teach children about different vegetables. Children persevere as they attempt to cut up the vegetables in the home corner. Staff demonstrate how to safely use a knife. Children learn to take account of each other and show care and consideration. For instance, children pass a sharper knife to their peers when they see them struggle with a plastic knife. There is a lovely calm atmosphere throughout the nursery. Children follow rules and boundaries and behave well. From a very young age staff teach them the importance of sharing.

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

- Management have been successful in implementing the new curriculum since January this year. The curriculum constantly evolves to meet the needs of the children that attend. There is a strong focus on developing children's communication and language. Any additional funding is spent well to meet children's needs. For example, one-to-one support is provided where needed. The provider has invested funding in staff training that is aimed at children who need help with talking and understanding words. This helps staff to bridge any gaps in children's communication and language development.
- Self-evaluation is a key strength of the nursery. Management and staff continually evaluate what works well and what can be done better. For example, they identified that children's fine motor skills were not developing as well as they should. Staff have developed their knowledge and understanding through training that links to early mark-marking strategies, indoors and outdoors. They have then implemented their new knowledge when working with children.
- The nursery has worked hard to develop an exceptional partnership with parents. They seek parents' views through questionnaires and act to address anything that parents think they can do better. For example, they now update parents weekly on what children have enjoyed doing in nursery. Parents speak positively about how they are kept up to date each day through the online application that is used. They like that they can do their own observations and share these with staff. Staff also let them know how their children are progressing and what they can do at home to extend their learning.

- Children enjoy time in the outdoor areas. Children over two years old can choose when they would like to play outside. They practise their physical abilities and problem-solving skills. For instance, in the water tray they work out how much water they need in a jug to make a toy boat float down a ramp. However, children currently do not have access to outings in the local environment, where they can explore and learn about the community.
- Staff promote children's communication and language well. They use lots of repetition of words with children during their play. They use words linked to size with children under the age of two years, such as big and small. In the two- to five-year-old room, staff do experiments with the children. They ask children what things smell like and what do they think will happen when the bicarbonate of soda is mixed with vinegar. Children are excited when they realise that it makes bubbles.
- Staff promote mathematics into everything they do with children. For instance, children count how many spoons of bicarbonate of soda they need. With children under two years of age, staff model counting as they count how many pieces of ice there are in a tray when it breaks up. Children develop mathematical understanding that is appropriate for their age.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop opportunities for children to explore and learn about the local environment.

Setting details

Unique reference number	EY539476
Local authority	Gateshead
Inspection number	10346902
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 5
Total number of places	36
Number of children on roll	60
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01207 545604
Date of previous inspection	14 August 2018

Information about this early years setting

Spring - Highfield registered in 2016. The nursery employs 11 members of childcare staff. Ten staff hold appropriate early years qualifications at level 2 or higher. The nursery opens from Monday to Friday all year round. 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

Lynne Pope

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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The manager spoke with the inspector about the leadership and management of the nursery.
- Parents shared their views through verbal and written feedback. The inspector took these views into account.

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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