

Inspection of Harton Village Kindergarten

Harton Village Kindergarten, Sunderland Road, South Shields NE34 6AS

Inspection date: 24 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children's interests are fully embraced in this nursery. Staff take full account of their ideas and suggestions and use these to determine the activities that they will provide. This contributes directly to the remarkable levels of motivation and curiosity to learn that all children show. For example, children get very excited when moving in different ways through 'laser beams' made from string. Their consistent engagement in fun and exciting experiences supports the good progress that they make in their learning. The child-led curriculum helps them achieve well, overall. Leaders are aware that some children, following the restrictions during the COVID-19 pandemic, are slower to reach age-related expectations in their communication and language development.

Staff have high expectations and provide consistent routines and clear boundaries. These are understood well by children, who respond positively to staff's guidance and instructions and behave remarkably well. They take turns and cooperate well together. For instance, they 'hop like bunnies' when moving from the table to the carpet. They hold hands together in a circle, smiling while they jump together with friends.

Children are evidently very happy and at ease in nursery. They benefit from consistent praise and encouragement from kind and caring staff. They are eager to share their ideas with staff and seek them out to join in their play.

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

- Children show an avid interest in the natural world. They have plentiful opportunities to explore and investigate, and staff support this well. For example, they provide resources linked to children's interest in bugs. Children handle giant snails that are kept in nursery as pets. They observe birds in the garden and ask questions about where they live and what they eat. Children are highly inquisitive and keen to learn. They have positive attitudes to learning and concentrate well during activities.
- Staff weave learning into the exciting activities that they provide. However, there are some aspects of staff's knowledge of child development that are not consistently strong. Some staff are less confident in describing the key skills that they want children to develop. The learning intentions of some activities are, at times, broad and not focused on what children need to learn next. Staff know that some children need support to make better progress in their communication and language development. However, teaching is not consistently targeted well enough to help children to achieve as well as possible enough in this aspect of learning.
- Babies thrive in the care of attentive staff. They enjoy sensory activities that

support their development well. They develop early mark-making skills when they trace their fingers and toy vehicles through paint. Staff support their self-help skills very well. They model how to use a spoon when pretending to feed a toy rabbit and encourage them to drink from an open cup. Babies become increasingly independent, ready for moving on to the next room.

- Leaders and managers have high expectations of staff and provide opportunities for them to build on their knowledge and skills. Managers monitor practice frequently and have an accurate overview of the provision. They have designed new training plans, intended to build on the teaching skills of members of staff who are new to their role, though these are yet to be embedded. The provider is deeply committed to supporting staff well-being. Staff report that they feel valued and supported.
- Following the COVID-19 pandemic, parents no longer routinely visit the rooms where their children are based. Instead, they are invited to events such as 'welcome meetings' and 'stay-and-play' sessions. Staff gather detailed information about children's needs and interests before they start to attend, and parents appreciate the in-depth information that they receive about their child's time in nursery. Parents are fully reassured that their children are safe and happy, and they feel very involved in nursery life. They praise the 'amazing staff' and would highly recommend the nursery to others.
- Staff prioritise children's health and well-being. They consistently teach them ways to keep themselves healthy, for example by washing their hands and cleaning their teeth. Children confidently tell adults that they must wash their hands after sneezing so that they do not spread germs. Children benefit from home-cooked, nutritious meals and snacks. They learn about the importance of exercise, for example, when they complete races in the garden and talk about how their heart beats faster.

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:

- strengthen staff's knowledge of child development, so there is a deeper understanding of how to provide a progressive and sequenced curriculum, and that teaching consistently builds on children's current skills.

Setting details

Unique reference number	EY537004
Local authority	South Tyneside
Inspection number	10351086
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 11
Total number of places	109
Number of children on roll	253
Name of registered person	The Early Learning Partnership Limited
Registered person unique reference number	RP902630
Telephone number	0191 4566314
Date of previous inspection	4 October 2018

Information about this early years setting

Harton Village Kindergarten registered in 2016. The nursery employs 25 members of childcare staff. Of these, 21 hold appropriate childcare qualifications at level 3 or above, including two who hold a level 6 qualification. The nursery opens from Monday to Friday, for 51 weeks of the year. 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

Inspectors

Clare Wilkins
Nicola Jones

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic. The inspectors discussed the impact of the pandemic with leaders and staff and have taken that into account in their evaluation.
- The manager showed the inspectors around the premises. She talked about the curriculum and the way the provision is organised.
- The inspectors observed interactions between staff and children in all rooms and outdoor spaces. They observed staff's teaching and assessed its impact on children's learning.
- The provider, manager, deputy manager and area manager met with the inspectors to discuss leadership and management matters.
- An inspector completed a joint observation in the 'school readiness' group with the manager. They evaluated an outdoor activity together.
- The inspectors spoke to staff and children at appropriate times during the inspection. They also spoke to a number of parents and took account of their views.
- The inspectors viewed a sample of documents. This included evidence of suitability checks carried out on staff, as well as assessment information and training plans used by the manager to support discussions.

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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