

Inspection of Belsay Daycare

Belsay First School, Belsay, NEWCASTLE UPON TYNE NE20 0ET

Inspection date: 25 September 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children, including those with special educational needs and/or disabilities (SEND), benefit from an extremely well-thought-out curriculum at this small, highly inclusive pre-school. Leaders and staff have an exceptional knowledge of how young children learn and develop, and they support children's emotional well-being in a superb way. Staff plan activities with precise learning intentions that they know will motivate children to a very high level. This is illustrated when children engage in a vast range of exciting, innovative activities based on the story of 'The Gruffalo'. They excitedly gather sticks outdoors to make a 'log pile house', working together to create one large pile. Following this, children are very eager to join in with a game of 'What's the time Mr. Gruffalo?' where their cooperation with each other is a joy to see.

Children demonstrate consistently positive attitudes to their learning, and they make excellent progress. They are highly respectful of one another and are very aware of other children around them as they play. Children, including those with SEND, are kind and gentle towards one another and show this when they affectionately rub each other on the back during activities. Leaders and staff are excellent role models for children. This contributes to children displaying exceptionally high levels of self-control and behaviour for their age.

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

- Leaders and staff sequence children's learning exceptionally well. They plan activities that help children to build superbly on what they already know and can do. For example, the programme for literacy includes a wealth of activities to help children develop strength in their arms and hands in readiness for holding a pencil correctly. Children thoroughly enjoy exploring tongs as they try to retrieve a conker that is buried in a container filled with rice. They show high levels of perseverance until they find the most effective way to do this.
- The curriculum is highly challenging and implemented effectively to support all children, including those with SEND. This is illustrated when children take part in a yoga session. Children with SEND are fully integrated and make exceptional progress. They perform challenging yoga poses and place their hands together, before saying 'namaste' all together. The look of glee on children's faces is heartwarming, as they show clear enjoyment of the activity.
- Extending and strengthening children's vocabulary is a key focus of the curriculum for communication and language. Leaders and staff plan effectively to ensure that children hear new words as they play and learn. For instance, staff model the word 'astounding' as children listen to stories, and give them an explanation of what it means. Children listen carefully and enjoy repeating new words to extend their growing vocabulary.

- Leaders and staff have an exceptional knowledge of children. They use this information to plan experiences that ensure children are prepared for life in modern Britain and develop the key knowledge and skills they need to succeed in the future. Children benefit from wider curriculum experiences, such as travelling on a bus to a museum or to the aquarium. Here, they get to see larger groups of children also visiting attractions and benefit from travelling outside their local area.
- Children begin to use an impressive range of words to express how they are feeling. Staff integrate discussions about children's emotions throughout the day, such as during morning group time. Children confidently express how they are feeling and link this learning to activities later in the day. For example, children laugh and say 'I feel sweaty', following their yoga session.
- Partnerships with parents are superb. Staff take time to talk to children and their parents on arrival in the morning, where a wealth of high-quality information is shared. Parents say that the pre-school has been a 'lifesaver' for them when describing how happy and delighted they are with the support they receive. Parents are involved in the self-evaluation process. Feedback is welcomed and acted on to support children's ongoing learning and development.
- Professional relationships with staff in the Reception class in the host school are outstanding. Leaders and staff work very closely together to support children's emotional well-being and ongoing learning, particularly when children leave the pre-school and begin to attend school. Opportunities throughout the year, such as visiting the school hall to have lunch and sharing outdoor facilities, help to support children's learning and development superbly.
- There is a strong, ambitious vision from leaders and staff to create the highest possible pre-school provision for children. Continuous training and a clear focus on strengthening all aspects of the pre-school are at the forefront of the minds of all those involved, including committee members. The small, close-knit staff team feel incredibly well supported. They feel that their knowledge and skills build consistently over time. This leads to a highly focused curriculum that supports children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY403336
Local authority	Northumberland
Inspection number	10357583
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 10
Total number of places	22
Number of children on roll	71
Name of registered person	Belsay Daycare Ltd
Registered person unique reference number	RP529432
Telephone number	01661881704
Date of previous inspection	6 December 2018

Information about this early years setting

Belsay Daycare registered in 2009 and is located in Belsay First School, Northumberland. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens Monday to Friday for 38 weeks of the year. Sessions are from 8am until 6pm. The pre-school offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Nicola Jones

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises of the pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the pre-school 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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