

# Inspection of 2nd Home Childcare Ltd@Chowdene

Chowdene Family Hub, Waverley Road, Gateshead NE9 7TU

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Inspection date: 24 September 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enter the setting happily and are welcomed into a calm and friendly environment. Their strong relationships with staff mean that they settle quickly and feel comfortable and safe in the environment. Children start the day with a short group time and enjoy singing welcome songs together. During free play, children choose from a range of well-planned areas in the setting. They explore the water tray using different containers and sequins and practise cutting to develop their fine motor skills. Children enjoy outdoor play with ride-on toys in the open spaces. Children develop important social skills, such as taking turns and thinking about the feelings of others.

In the baby room, staff create an engaging space with different areas and resources to explore. Babies enjoy sensory play, such as spaghetti, and share stories with familiar adults. Children learn about healthy eating and are supported to help themselves at snack time. Staff know children well and build good relationships with them and their families. A strong key-person system is in place to support children and families. Babies confidently approach staff for comfort, and parents feel supported and included in their children's development.

The curriculum is well planned and clearly understood by staff. This means that all staff know what children need to learn and implement it effectively to support their ongoing progress. It supports the development of all children, including those with special educational needs and/or disabilities (SEND) and those who are vulnerable, with high expectations for what every child can achieve.

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

- The curriculum has recently been strengthened, and staff show good knowledge and understanding of its intent, implementation and impact.
- Staff understand children's individual needs and abilities and adapt routines to meet them. For example, singing time is kept short and, as children become less focused, staff move on to free-play activities. As a result, children remain engaged and enjoy positive experiences.
- Staff have high expectations for children with SEND. They work closely with other professionals to assess, plan and support development. As a result, children with SEND receive the right help at the right time and make good progress from their individual starting points.
- Overall, children are well supported to develop independence and self-care skills, particularly those approaching school age. Staff provide opportunities for children to manage tasks for themselves, helping them to feel confident and capable. At times, however, staff are too quick to assist younger or newer children, which can limit their opportunities to build these skills as effectively as

possible.

- Staff work hard to involve parents in their children's learning and development, for example by sharing regular updates and advice to support learning at home. As a result, parents are confident in the care and education their children receive and speak highly of the supportive and welcoming staff team. This strong partnership helps children feel secure and promotes consistency in their learning and progress.
- Staff work well with other professionals and have strong links with the local school. For example, they share information about children's progress and support visits to the school. As a result, children experience a smooth transition, feel more confident about starting school and are well prepared for the next stage in their learning.
- Overall, staff successfully use teaching strategies that deepen children's knowledge and promote meaningful conversations. However, some staff are more skilled and confident than others in this area. Occasionally, therefore, children are less well supported to think more deeply, fully explore their ideas and build even more effectively on their learning.
- Leadership and management are strong. Staff feel well supported by leaders and managers, attend regular staff meetings and supervisions, and know they can approach them when needed. Leaders and managers reflect on practice and work with staff to make adaptations and improvements. As a result, staff feel valued and motivated in their roles, which creates a positive environment where children's learning and development are consistently supported.

## **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:**

- Extend opportunities for children new to nursery to build more swiftly on their independence skills
- Embed the strengths in teaching across the team to help all children to benefit more consistently from approaches that deepen and extend their learning.

## Setting details

<b>Unique reference number</b>	EY475617
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10399655
<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 11
<b>Total number of places</b>	37
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	2nd Home Childcare Ltd
<b>Registered person unique reference number</b>	RP903263
<b>Telephone number</b>	0191 4873297
<b>Date of previous inspection</b>	10 December 2019

## Information about this early years setting

2nd Home Childcare Ltd@Chowdene registered in 2014. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 5. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Briani Morris

## Inspection activities

- The setting manager, nominated individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 and assessed the impact that this was having on children's learning.
- The inspector and the area manager carried out a joint observation of an activity promoting social skills.
- Parents shared their views of the setting with the inspector.
- Staff spoke to the inspector about how they support children with SEND.

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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