

Edwin Street Nursery

Amble First School, Edwin Street, Amble, MORPETH, Northumberland, NE65 0EF

Inspection date	13/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress in this welcoming environment, supported by staff who have an in-depth knowledge and understanding of how children learn and develop.
- Detailed safeguarding policies and procedures, supported by robust recruitment procedures, ensure that children are well protected.
- Relationships between children and staff are very good, therefore, fostering a strong sense of belonging and ensuring that children are confident learners. Partnerships with parents and other agencies are strong with regard to sharing a comprehensive range of information that aids staff in meeting children's care and learning needs.
- Management's process of self-evaluation and effective monitoring systems mean that continuous improvements are made and ensure quality care and learning are provided for children.

It is not yet outstanding because

- There is scope to further develop the arrangements for managing staff performance in the setting to enhance opportunities for staff to consistently share their knowledge and understanding of good practice.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, completed a joint observation with the manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

Edwin Street Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Amble First School in the Amble area of Northumberland. The nursery serves the local community. It operates from one room and there is a fully enclosed area available for outdoor play. The nursery employs three members of childcare staff. All hold appropriate early years qualifications at level 3 including one with Qualified Teacher Status and Early Years Practitioner status.

The nursery opens Monday to Friday during term time. Sessions are from 9am until 12 noon and on Monday and Tuesday from 1.15pm to 3.15pm Children attend for a variety of sessions. There are currently 14 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- develop the performance management systems further to clearly identify and reflect on how staff can share knowledge, understanding and good practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are fully engaged in fruitful activities throughout the day because staff plan and provide a highly stimulating, challenging and interesting learning environment. Children engage in a very good range of interactive experiences as they play with water noting the changes to how the glitter floats as the water is stirred. Staff use these experiences to build young children's vocabulary well. For example, they ask children about how the glitter floats and sinks and what they are making as they pour water into the teapot, giving children time to think and answer. Children also learn about measure and volume as they pour water from the teapot into the bottle and measure how full it is. Children enjoy pretend play as they dress up and play 'princesses', choosing dresses for their friends. Mathematical skills are also flourishing as children count the presents in the stockings and recognise which number comes next in a sequence. Children's reading and early writing skills are developing very well. Children know the initial letter in their name and some are able to write their full name with support. They recognise their own named coat peg and confidently pick out their name at self registration. Overall, staff demonstrate effective teaching methods to support children's communication and language. They help children to form letters and sounds through songs, rhymes and

stories and through everyday conversation. Children join in singing time activities enthusiastically and happily choose songs, such as the Santa song. Children listen carefully to each other at circle time as they discuss what activities they have enjoyed doing so far that day. Children's physical development is aided very well as they have access to a recently refurbished outside play area. Here, children learn to enhance their climbing and balancing skills as they skilfully negotiate the bikes around the grounds and balancing beams.

Staff rigorously observe, assess and monitor each child's development. They make detailed observations across all areas of learning and identify children's individual next steps, which are used very effectively to plan future activities. This ensures that children's emerging needs are followed up swiftly and accurately. Staff also record children's self-initiated play and use their interests as a basis for their planning. Each child has a key person, who ensures that all activities are tailored to meet their individual next steps in learning. The key person also regularly records and reviews their progress. This ensures all children are making good progress and that any concerns are promptly followed up. Children's starting points on entry to the nursery include parents' views about what their children can do. As a result, staff have a very secure baseline in place from which to measure children's progress. Staff work extremely well in partnerships with parents and other professionals to identify realistic, yet challenging targets. They regularly review children's progress and discuss any concerns promptly. Therefore, all children are encouraged to reach their full potential and develop necessary skills in readiness for school.

Parents are provided with a vast array of opportunities to be involved in their children's ongoing learning and development. For example, they are invited to regular review meetings and receive summaries and reports. Shared home learning logs are highly effective in sharing children's progress and parents add photographs and comments about their child's achievements from home. Staff use these extremely well in their monitoring of children's progress and this helps them to plan more accurately for the children's interests as well as the next steps in their learning. Parents comment that they feel part of their children's learning and are always made to feel welcome and valued.

The contribution of the early years provision to the well-being of children

Children are assisted in making a smooth move from home to nursery, as a result of a highly effective key person system and settling-in process. Individual, introductory sessions are offered to allow children to get used to being away from their carers. Parents are given plenty of opportunity to raise questions as they sit with staff to complete initial paperwork, such as 'All about me' sheets. This enables them to give the nursery lots of information about their child, including any special requirements, likes and dislikes. This means staff effectively identify children's individual needs and plan activities that they enjoy. Children build strong relationships as staff provide genuine warmth and affection. They show an interest in the children, listening attentively and swiftly meeting their personal needs. This enables children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, children are happy to engage in play and develop skills for future learning as they are relaxed and

comfortable. Children talk confidently to staff, engaging them in discussion about the different pictures they are drawing and the tree decorations they are making. Children of all ages show a strong sense of belonging in the nursery as they help to tidy away toys before snack time and at the end of the session. This encourages positive self-esteem and enables them to develop their self-help skills.

Children understand how to keep themselves safe as they learn about safety within the setting through discussions with staff on issues, such as stranger danger. Children behave very well and show a good understanding of what is expected of them. They sit quietly to listen at circle time and share resources happily. Children also develop a good understanding of the importance of physical exercise and a healthy diet. They discuss the vegetables, which they have at snack time and know that these help to support their good health. Children follow hygienic hand washing procedures and delight in demonstrating that they know where to put their used tissues. Such routines help to minimise the risks of cross-infection. All children have daily access to fresh air and exercise in the outdoor area, which supports children's physical and good health.

Children move around their room safely, enjoying the freedom to select from the wide range of resources that are easily accessible to them. They benefit from the thoughtful layout, which includes designated areas for rest or active play. Children are able to meet their physical needs for relaxation as they can curl up on the large cushions in the book area when they are tired. Transition to school is well managed as the Reception teacher regularly visits the nursery to get to know the children and observe their learning before they move into the school's care. This supports children's transition to their new setting very effectively.

The effectiveness of the leadership and management of the early years provision

Staff within the nursery are extremely vigilant regarding supervision of children and procedures have been reviewed and updated. Detailed risk assessments have been implemented by all staff. Children's safety is given the highest priority. Staffing ratios are always met, ensuring that children receive plenty of attention. All staff hold relevant qualifications and key staff have attended specialised safeguarding training. This is shared at staff meetings to ensure that all staff understand the signs and symptoms which may indicate abuse and know how to report any concerns. Any child who has an accident is given first aid by a qualified staff member. For those with medical needs, a full and detailed plan is put together to ensure that staff are able to respond promptly and efficiently. Parents are further reassured of their children's well-being and safety through the rigorous policies and procedures for the recruitment and selection of staff. Performance management is effectively managed in the nursery and staff training needs are identified, such as seeking the support of the literacy coordinator to deliver specific training in phonics, an area identified by the manager and staff. This seeks to enhance practice in pre-reading and writing skills with the most able children. However, there is scope to strengthen the ways that staff share their knowledge and understanding of good practice to further enhance learning and care experiences for children.

The nursery is led by a motivated management team. They share a desire to provide quality care and have recruited a positive and committed staff team, who also share this vision. Consequently, from the most senior to the most junior, all staff are dedicated to meeting the needs of the children who attend. Management have a robust understanding of their responsibility in meeting the Early Years Foundation Stage learning and development requirements. Highly successful team work ensures that children's well-being is efficiently prioritised and the positive atmosphere contributes to a nursery that is warm and welcoming. A comprehensive range of policies and procedures are in place to assist in the smooth running of the nursery. These are reviewed to ensure that they continually meet the latest requirements and are in line with current best practice. The manager also regularly monitors the delivery of the educational programmes and routine care practices. For example, all staff are given time to complete files and the manager monitors and supports staff with their key children's files. This enables her and the staff team to monitor the progress of individual and groups of children in specific areas of learning. This helps to ensure that all staff are following the policies in practice and providing effective teaching to help children to progress.

The nursery uses self-evaluation very effectively to identify areas for improvement and comprehensive action plans are in place to bring about continual development. Staff take ownership for these actions and managers record their progress to ensure that it is completed. Parents' comments are highly valued. Staff regularly gather parents views through discussions and more formal open evenings. As a result, parents report that they are very happy with the nursery. They positively comment on the excellent range of activities that stimulate their children's interests and the friendliness and enthusiasm of the staff. Partnerships with parents and other early years professionals are a clear strength of the nursery. Parents are warmly welcomed into the nursery and are comfortable talking to staff, who show a genuine interest in their children. They are kept very well informed about activities through comprehensive newsletters and are encouraged to share their own observations of their children's progress. The nursery works extremely well with other agencies, such as health professionals. This ensures that all children receive support in line with their unique needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY461869
Local authority	Northumberland
Inspection number	925287
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	14
Name of provider	Edwin Street Nursery Committee
Date of previous inspection	not applicable
Telephone number	01665710388

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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