

Leighs Nursery

1 Taberna Close, Heddon-on-the-Wall, Newcastle upon Tyne, Tyne and Wear, NE15 0BW

Inspection date

Previous inspection date

17/03/2014

18/09/2008

The quality and standards of the early years provision

This inspection: 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff use highly successful teaching methods with children to help them make swift progress towards the early learning goals. Staff have an excellent knowledge of individual children and their learning needs. This is supported through precise and accurate assessment and planning for individual children.
- The nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring staff team ensure that children are exceptionally well supported in all areas of learning and development.
- The owners and management team demonstrate excellent leadership and vision, resulting in a vibrant and inspiring learning environment, which supports the children and staff to give their very best.
- Children thrive in a nursery where their needs are put first. The key person system works exceptionally well to encourage children to feel welcome, secure and valued. Key persons work very closely with parents and other professionals so that children benefit from strong continuity of care.
- The nursery has a thoroughly embedded ethos of striving for continuous improvement in its provision for children's care and learning. There is a very strong culture of continually reviewing its strengths and identifying areas that can be improved, which supports children's achievement over time.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to one of the owners, the management team, nursery staff and children throughout the inspection.
- The inspector observed activities indoors and outdoors and carried out a joint observation with the manager.
- The inspector looked at documentation, including children's records, assessments, planning and a selection of policies and procedures.
- The inspector took into account the views of parents' spoken to on the day of the inspection.

Inspector

Lynne Pope

Full report

Information about the setting

Leigh's nursery was registered in 2004 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted dual use building in Heddon-on-the-Wall, Northumberland. It is one of three provisions run by the same provider and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is also an open plan area indoors with a separate baby area. There are two enclosed areas available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and above, including eight staff with level 3, four staff with level 4, one member of staff with level 5, two staff with level 6 qualifications and one member of staff with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 95 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to develop the excellent snack time opportunities for children to develop their independence, for example, by providing an even wider range of resources, such as plates.

Inspection judgements

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

Teaching is outstanding. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. Assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan learning using the information gathered from parents on entry to the nursery. They carry out clear observations, either through recording a learning story once a term or though snap shot observations in between. These show what children can do and help staff to plan rich, varied and imaginative experiences for children for the following week. Staff demonstrate their high expectations of children through their weekly plans where they take account of individual children for focused areas of learning. The completion of the progress check at age two ensures children's development is tracked and early intervention is sought, if necessary. As a result, children demonstrate the characteristics of effective learners and are making excellent progress. Support for children with special educational needs and/or disabilities is consistently effective. Excellent teaching methods are employed to meet children's specific needs and to

promote their all-round development.

Staff ensure they provide sufficient time and space for children to become deeply involved in their learning. Children enjoy variety and challenge in all activities and show high levels of independence and curiosity as they play. For example, at group time children become confident speakers as they speak in front of other children and staff. They explain they have seen a crab. Staff follow this train of thought by teaching children how to pronounce their words correctly by repeating what the child has said for the group. Children are able to choose where they want to carry out their activities. They have free access to the outdoors or can stay and play indoors. Staff are deployed really well to accommodate this and support children in their activities. Staff demonstrate a high standard of teaching as they adapt activities that children are involved in as they observe children's interests. For example, children ask to dance to music but then show their developing interest in letters. Staff make the most of this opportunity as they encourage children's recognition of the individual letters, help where needed and give praise for children who demonstrate their understanding. At group time staff use fun and interesting ways to introduce the sound 'z' and teach children about this letter sound by asking what their mouth feels like when they say it. Children reply that it makes their mouths tickly. Rhymes are used that include the letter sound to reinforce children's learning. Staff join in activities and they are highly effective in role modelling play and learning. This helps children to develop skills and achieve their goals. For example, they involve children in making play dough and then model how it can be played with. Children enjoy squeezing the play dough and use lollipop sticks to stick into the play dough. They pretend they have a birthday cake with candles on and staff take the opportunity to introduce number into the play as they count together up to three. Children start to talk about the size of their play dough and staff teach them about different sizes as they ask children if their play dough is bigger or smaller than theirs. Children realise when it is smaller, and this extends their learning. Paints and craft activities are freely available and children enjoy using paint brushes and sponges to make marks. They start to recognise the colours of the paints and experiment in mixing them together. Staff ensure they are getting the most out of the experience by ensuring that appropriate materials are available. For example, a child tries to make pink by mixing two colours. Staff provide some white paint so they can see if that works. Children are thrilled when they get the desired colour and show a sense of achievement. From a very young age staff involve children in activities that stimulate their senses. They introduce babies to ice cubes and interact with them as they pick them up, put them in their mouths or use tools, such as a bowl and spoon to stir them round. This teaches children about things that are cold, things that change over time and gives them the opportunity to use spoons in preparation for feeding themselves. Children's self-esteem is very high and, as a result, they display exceptional levels of confidence in their own abilities and growing independence. Consequently, all children are exceptionally well prepared for their next steps in learning, including full-time school, whatever their needs.

Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents have access to their child's development record at any time and can add their own observations from home. They are invited into nursery to discuss the progress check at age two years and for parents' evenings twice a year, where staff share their child's development summaries. This means they are fully involved in their child's learning and progression and can continue their child's learning at home. Staff

keep parents updated on their child's day through written diaries for young children and give verbal information for older children. They encourage parents to add their own comments to the diary so that they know about what children have been involved in at home. Weekly information is shared about children's activities through a noticeboard in the entrance, where each room displays photographs and a statement about what children have been involved in. There are also home news sheets that parents can fill in about anything they want to share with the nursery. Staff involve parents in the life of the nursery as they invite them in for a tour so that they can observe children in their activities. Parents also come in to the nursery to talk to children about their job, such as a footballer and artist.

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

Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Children are very happy, settled and flourish in this very warm and welcoming nursery. Staff know the children very well. From the outset they spend time talking to parents about their child's individual needs, daily routines and specific care needs. Parents complete an 'all about me' document which informs staff about their individual child's likes and dislikes. Parents of young children write about their child's typical routine, to help staff meet their needs and help them to settle well. Settling-in visits are provided, which are highly flexible and are based on the needs of individual children, to maintain their emotional well-being. Staff support children to feel extremely secure and comfortable with routines and close, caring relationships are very evident between children and all staff. Behaviour is excellent and children use resources safely, showing a high regard for their own safety and that of others. All staff have a calm and consistent manner with the children as they talk to the children in a very thoughtful and respectful manner, which results in a warm and welcoming environment for children.

There is a highly stimulating environment. Resources and toys are highly accessible indoors and out, covering the breadth of the areas of learning in the Early Years Foundation Stage. Consequently, there are vast opportunities for children to develop independence, as they make decisions about what to play with. The nursery provides inspiring outdoor play experiences, which give children opportunities to take reasonable risk in their play, with careful supervision. The outdoor play areas are exceptionally well equipped to encourage children to be imaginative in their play, while getting plenty of exercise. This also supports their development of communication skills as they play together. Children learn to move around in a variety of ways as they balance on equipment and learn to climb the steps on the slide to come down the other side. Children's curiosity and problem solving skills are promoted as they figure out how to make a ramp so that they can pour water that flows from one end to the other. This involves lots of discussion about the best ways to do it and staff support this by providing the resources they need, such as bowls to catch the water at the bottom. Staff plan activities around various themes. Staff teach children about maintaining a healthy body. They do this very effectively by talking to children and showing them where they can feel their heart beat. They explain this so that children understand what happens to their heart beat when they exercise. During physical exercise staff repeatedly check with children to see if they can feel a difference in their heart beat and question them to see if it is going

fast or slow. This all helps children to learn about the effects of exercise on their bodies. Food is prepared on the premises and children can make choices from a healthy range of options, supporting their enjoyment of a balanced diet. This also helps them to learn about the basis for a nutritious diet, through discussion with staff. The flexible organisation of snack time means that children's play is not interrupted as they choose when they would like something to eat. Staff talk to children about the different foods and promote their independence and self-care skills as children pour their own drinks and choose what they would like to eat. However, resources, such as plates are not always freely available to put their food on.

Staff very skilfully support children's transitions within the nursery and on to school. Children have several small visits to the next room in nursery, which builds up over a period of time. When staff deem children are ready, they smoothly move up. Children's development records are shared between the rooms, which ensures that the new key person can start immediately to plan effectively for the child. The support for children during their transition to full-time school is excellent. Effective relationships are established between the nursery and the local schools. During the term before children are due to start they visit the school with their key person for a play and stay session. This helps children to become familiar with their new teacher and for the teacher to find out about children before they start. Staff contact other settings that some children will attend and visit there so that they can talk to children about their new school before they go. They pass on children's development records and school staff are welcome to visit children in the nursery.

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

High priority is given to children's safety and welfare. Staff morale is very high and they all take responsibility for what they do within the nursery. The nursery is very well run by an inspirational owner and management team who pass on their enthusiasm to the whole staff. Throughout the nursery staff have a superb knowledge and understanding of safeguarding procedures. They have an excellent awareness of the possible signs of abuse and knowledge of how to report any concerns appropriately. All documentation related to statutory requirements is completed to a very high standard to support the safe and effective running of the nursery. This includes a policy for the use of mobile phones that explains they are not be used by staff or visitors in the nursery to safeguard children. Daily risk assessments for all areas of the nursery are carried out, which ensure that all aspects of the premises remain safe for children. Children are further safeguarded by the nursery's robust employment procedures, which ensure the suitability of staff who work with the children. Annual appraisals, staff supervision, management observations of staff's work and peer observations, enables the manager to sharply focus evaluations of staff practice to identify their strengths and areas for further development and training.

Focused leadership is highly successful in inspiring staff, who constantly evaluate the learning environment and look at how they can enrich the experiences for children. The monitoring of all aspects of practice to inform continuous improvement is rigorous. This includes the educational programmes to ensure they have sufficient depth, breadth and

challenge and reflect the aptitudes, needs and interests of the children, together with an assessment of the quality of teaching and learning overall. The Early Years Professional supports this as she skilfully monitors staff's planning and how they record children's development. She questions their reasons for planning the next steps in children's learning and development to ensure that staff fully understand and appreciate why and how to plan appropriately for the different areas. Interventions are sought at the early stages to identify any support that children require, which results in children's needs being met effectively and relevant support services being involved. Fully embedded continuous improvement and self-evaluation mean the nursery offers children excellent care and education. Staff welcome feedback and provide an open and transparent communication system. They actively seek parents' views to find out what they think about the general running of the nursery and any events that have been held, through questionnaires. Children's ideas and opinions are very important to staff and they are consulted for their views. For example, children have taken photographs of things they like and dislike in nursery, which resulted in changes to the cosy area. When staff set up the extended garden they asked children how they wanted it organised and incorporated their interests. Self-evaluation is well-documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure sustained improvements over time. Staff are able to access training through outside agencies and through in-house training. In particular, in-house training is effective as the management team is able to pitch it at the level that is required for individual staff's development. Consequently, all children make rapid progress in their learning and development, due to the owners' and managers' very high drive to maintain the outstanding practice by staff.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. Newsletters and emails keep parents informed about forthcoming activities. This helps parents to continue their children's learning at home. Staff have also helped parents to appreciate the importance of providing activities for children to practise their early writing skills at home as well as at nursery, so that parents can support their children. Staff draw parents' attention to one policy each month, by displaying it in the entrance hall. Parents are full of enthusiasm for their child's time at the nursery. They state that they are kept fully informed about their child's activities and development and would have no hesitation to raise any concerns with staff as they are all very approachable. They praise staff for being really supportive of them if they have any concerns about their children, and feel the nursery provides a home from home.

The Childcare Register

The requirements for the compulsory 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	EY297847
Local authority	Northumberland
Inspection number	848844
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	95
Name of provider	WOW! (Welcome to Our World) Limited
Date of previous inspection	18/09/2008
Telephone number	01661 854001

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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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