

Edwin Street Nursery

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



Inspection date	20 October 2016
Previous inspection date	13 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have good relationships with parents. They encourage parents' involvement in the nursery and keep them well informed about their children's care and learning. Parents speak highly of staff, the activities offered and the progress their children make.
- The manager gathers the views of staff, parents and children which contribute to the clear vision for future developments.
- Children make good progress as a result of interesting and well-planned learning opportunities. Staff assess children's progress regularly, in order to identify any gaps in their learning. As a result, children are well prepared for the next stages in their learning.
- Children make smooth transitions into school because of the close links between the nursery and the school. They all enjoy shared activities, special events and some play times.
- Children develop a good understanding about keeping healthy. They enjoy healthy and nutritional school meals. Children know that it is important to wash their hands before eating and readily do this as part of their daily routine.

It is not yet outstanding because:

- Staff do not always explain to the children why it is so important to take turns to talk and to listen when others are speaking.
- Information about children's progress and experiences is not always shared effectively between staff at other settings children attend. As a result, the ability of staff to gain a shared understanding and common approach to supporting children's learning is not maximised.

What the setting needs to do to improve further

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

- check that all children understand the importance of listening carefully when someone else speaks so that everyone has a turn to talk and everyone is paying attention, particularly when learning in groups
- strengthen links with all settings children attend so that children fully benefit from a shared understanding and common approach to supporting their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and headteacher. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Staff are motivated and fully understand the importance of continuous development in order to enhance their practice and outcomes for children. All staff take personal responsibility for the effectiveness of their individual roles and professional development. This is achieved through regular supervision meetings, and has a positive impact on the quality of teaching. The arrangements for safeguarding are effective. Staff clearly describe child protection procedures and are confident to act promptly if there are any concerns about a child's well-being. Rigorous recruitment and vetting arrangements are in place to help ensure the suitability of all adults working with the children. There are effective systems in place to track children's ongoing development. This helps to target specific areas, such as speech and language, where children may require additional support.

Quality of teaching, learning and assessment is good

All staff are well qualified and use their knowledge of how children learn and develop to plan rich-learning opportunities that they enjoy. Staff carry out sensitive observations and accurate assessments to help them identify individual targets for each child to work towards. Overall, children's speaking and listening skills develop well. Staff use effective strategies, such as modelling new words and questioning children as they play. Staff use daily routines to help promote children's early literacy skills. For example, on arrival children learn to recognise their name as they search for their name card to put on the board. Staff support children's understanding of numbers and counting as they create opportunities for them to count in everyday play. For instance, older children have fun as they hunt for Halloween spiders and confidently match them to the written numeral. Children have good opportunities to use their imagination as they play with a range of small-world resources, make pretend soup outside and dress up as witches.

Personal development, behaviour and welfare are good

Children are happy, confident and enjoy their time in this welcoming and friendly nursery. The key-person system works well to secure firm relationships with children and their parents. As a result, children form strong and trusting bonds which help them to feel settled, safe and secure. Staff act as good role models for children and children behave kindly towards each other. Children develop a good understanding of safety, such as not running indoors, lining up to go outside and the importance of being kind and helpful. Regular outdoor play provides children with opportunities for exercise and to develop their physical skills, supporting their physical well-being.

Outcomes for children are good

Children, including those in receipt of funding, make good progress given their individual starting points. They all enjoy listening to stories and happily look at books on their own. Children have many opportunities to use their imagination and to develop their problem-solving skills. They learn to have patience, take turns and share with each other. Children are successfully acquiring the skills that they need to help them with their future learning, including moving on to school.

Setting details

Unique reference number	EY461869
Local authority	Northumberland
Inspection number	1066857
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	33
Name of registered person	Edwin Street Nursery Committee
Registered person unique reference number	RP532543
Date of previous inspection	13 December 2013
Telephone number	01665710388

Edwin Street Nursery was registered in 2013. The nursery employs four members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 5, one holds an early years qualification appropriate at level 4, and one at level 3. The nursery opens Monday to Friday. Sessions are from 9am until midday and then from 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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