

St. Gabriels Nursery

Chillingham Road, Heaton, Newcastle Upon Tyne, Tyne and Wear, NE6 5SH

Inspection date	15/04/2014
Previous inspection date	12/07/2010

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

- Effective partnerships with parents and a well-embedded key-person system help children to form secure emotional attachments. Consequently, children are well-prepared when the time comes to move on, both within the nursery and into school.
- Effective planning provides children with a broad range of exciting and stimulating activities that engages them and builds on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently. This ensures that children's welfare is protected and children are kept safe from harm.
- Children's good health is supported because meals and snacks are varied and nutritious and there are opportunities throughout the day where children are encouraged to engage in physical activity. As a result, children develop an understanding the importance of physical exercise and a healthy diet.

It is not yet outstanding because

- There is scope to improve the outdoor space as children are not consistently able to access an extended range of resources, particularly for investigation skills.
- On occasion, some younger children are not always provided with activities that offer them additional challenge, in order to extend learning and maximise progress.

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.

Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in all of 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 and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and also took account of the views of parents in written form and of those spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

St. Gabriels Nursery was registered in 1996 on the Early Years Register. It is situated in a two storey building in the Heaton area of Newcastle-upon-Tyne. The group serves the local community. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 35 members of childcare staff. All hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday, for 51 weeks of the year and is open from 7.45 am to 6pm. Children attend for a variety of sessions. There are currently 133 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 a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the opportunities that children have when playing outside, for example, by extending the range of resources to develop their investigation skills
- review and evaluate the teaching practice to ensure that there is consistency across the setting in providing sufficient challenge for younger children.

Inspection judgements

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

The quality of teaching in the nursery is good and staff are very knowledgeable about the Early Years Foundation Stage. They know that children learn best through play and first hand experiences. They provide a wide range of appropriate, stimulating activities for children in all the rooms. Consequently, children are motivated to learn and make rapid progress across all areas of learning in readiness for school. Staff deliver consistent practice, observing, assessing and planning effectively for each child's progress with a clear knowledge of each child's character, needs and learning style. They consistently take into account each child's interests when planning for their next steps. Staff working with babies and two-year-olds concentrate on planning for the prime areas of learning because they recognise that these are the areas that children need to be secure in first. Parents are involved in their children's learning right from the start when staff ask them about what their children can already do. Parents are invited to regular summary review meetings to discuss their child's progress. Staff share children's next steps for learning with parents and offer suggestions for parents to extend their children's learning at home.

The language development of children is fostered well in the nursery. Daily, older children

talk about the weather, the days of the week and are encouraged to share their experiences. Children are encouraged to take home the 'nursery bear' and then share their adventures with the rest of the group. Staff are good at asking open-ended questions, which also encourage children's problem solving skills and reflects the nursery's implementation of the Every Child a Talker programme, which has a positive impact on children's language skills. For example, after an adult-led activity children are encouraged to find shapes outside and are asked questions, such as 'Where do you think you will find a number three?' Staff link planned activities for children to previous experiences. For example, children have shown an interest in Easter and staff have created an Easter egg hunt, as well as looking for clues for the whereabouts of the Easter bunny. Children's mathematical understanding is enhanced regularly because of a range of planned and spontaneous opportunities, such as counting the number of days and counting numbers outside. Mathematical resources are available and numbers are on display in all the playrooms. Older children actively engage in discussions about shapes and are confident in naming shapes, such as circles and squares. However, on occasion, younger children are not provided with further challenge to extend their skills and learning. For example, staff do not always introduce additional mathematical language. The use of information and communication technology is fostered and children have opportunities to use computers. Babies and young children have use of a wide range of books and enjoy sharing them with staff and listening to their favourite stories. Opportunities are regularly used with babies to sing songs, particularly at routine times. Children with English as an additional language make good progress. They are well supported by knowledgeable staff, who gather information from parents, including words to offer practical support and they ensure that these words are displayed for ease of reference.

Children are secure in their environment and confidently leave the carers to go off and explore. In the baby room staff show a clear understanding of the individual needs of children. For example, children are offered challenge through encouragement to walk, using resources they have previously shown a particular interest in. Parents are encouraged to contribute towards their child's learning by providing information about what children like and can do at home. This shows that staff value parents' views and understand the importance of parental partnership in children's learning. All children are given opportunities to enhance their physical development through the use of the outdoor area, which is used at different times throughout the day. This area offers children the opportunity to negotiate the climbing frame and slide, balancing activities, bats and balls and cycling on the bikes. Children also take the opportunity to act out favourite stories. For example, children climb through reeds as they 'go on a bear hunt'. However, there is scope to develop the outdoor area to support even further children's natural curiosity and investigation. Staff have a good understanding of the importance of helping children to gain the necessary skills for when they move on to school. For example, opportunities are given for older children to develop their independence skills during routine times. They are encouraged to put on their coats before going out and to clear away their dishes after lunch.

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

The key-person system is strong and provides support for both children and their parents as they develop positive relationships with key staff. Parents comment that they find all staff extremely supportive, especially during settling-in times and the move between rooms within the setting. During these times, parents acknowledge staff's efforts at tailoring the arrangements for moving on in accordance to their children's unique needs. This is because staff understand the importance of children feeling safe, secure and confident before they are able to show an eagerness and readiness to learn. This approach effectively supports children's emotional well-being and provides the smoothest of starts for them. The setting is developing good links with the local schools and they are beginning to liaise with reception staff to support children as they move into school. This aids children to make good progress.

Children independently follow good hygiene routines and are reminded of the importance of washing their hands before having their lunch. Children's intimate care needs are sensitively met and opportunities to sing to the babies at this time are used. A variety of healthy snacks are offered to children during the day. Lunch menus are varied and healthy and reflect a variety of cultures. This ensures that children enjoy healthy food and experience a variety of tastes. Dietary and medical needs are fully discussed and taken account of. Where other special requirements are identified, staff work in partnership with other professionals and parents to ensure that every child receives the support they require. Children are kept safe as all exterior doors are kept secure to ensure that only authorised individuals access the nursery. Effective risk assessments ensure that all areas and equipment are fit for use. For example, the indoor and outdoor areas are checked prior to the nursery opening to ensure it is suitable for children to access. Children are reminded about safety and are generally enabled to take risks to further develop their skills. For example, toddlers using resources outside are encouraged and supported in moving the resources and using them to develop their balancing skills. Children receive encouragement and praise throughout the day, which effectively builds self-esteem and promotes emotional security.

The environment is stimulating, friendly and well-resourced. All resources are stored and labelled at low-level to encourage children's engagement and independence. Inclusion is given a high priority. As a result, children learn to be accepting of each other's similarities and differences, this is role modelled by staff at all times. Children's behaviour is managed well. Staff regularly get down to children's level and calmly talk about their expectations. As a result, the focus is on a positive atmosphere of mutual respect and trust, where staff frequently praise children's efforts and achievements.

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

Following a visit by Ofsted actions were raised relating to the management of safeguarding procedures, in particular the reporting of any allegations to the Local Authority Designated Officer, as well as staff ratios and how these are maintained at all times. The management of the setting have accessed additional training to ensure they are updated with all the relevant information and have cascaded this training to staff.

Management have liaised with the local authority to keep informed of the details of the designated person. Ratios are maintained in line with the Statutory framework for the Early Years Foundation Stage at all times. They have reorganised lunch breaks and staff lunch cover to ensure these are adhered to and the manager monitors these on a daily basis. Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about a child's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough and as a result, children are cared for in a safe environment. All staff have a current Disclosure and Barring Service check. All staff attend training and are all required to complete key training, such as Safeguarding Level 1. Consequently, safeguarding procedures are fully understood by all staff and are underpinned by detailed policies and procedures. All new staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply within the nursery. Regular staff and room meetings are held to discuss the environment and the quality of teaching and learning.

The management team are fully committed to providing a high-quality service for children and have set actions and targets as part of their development plan. Children's files include next steps in learning and also focus on their interests, which enables staff to quickly respond to children who are moving rooms, ensuring that their progression continues within their new playroom. The progress of all children is monitored to ensure that staff are accurately assessing each child and providing appropriate activities to help them to make good progress. Room observation and peer observation help strengthen the quality of teaching further, so that children are able to consistently achieve high levels in all aspects of their learning. Self-evaluation is effective and is clearly documented, demonstrating there is a strong commitment to continually improving and developing the nursery. The management team are committed to developing the self-evaluation process further and have identified specific areas for improvement and drawn up action plans to support these developments. For example, there are clear drawn plans for the refurbishment of the whole nursery, which will begin after consultation with parents. Policies and procedures are clearly understood by all the staff team and the opportunity is taken at staff and room meetings to discuss particular policies and procedures to reinforce staff understanding.

Staff build positive relationships with parents and chat with them on a daily basis about their child's achievements and well-being. They invite them into the setting for a variety of events, including parents' meetings, a local parents' forum and stay and play sessions. This approach enables parents to feel welcomed and play a genuine part in their child's care and education. Noticeboards around the nursery provide parents with additional information about childcare issues and about the Early Years Foundation Stage. This helps parents support and develop their children's learning at home. Parents comment that they are extremely happy with the care provided and that staff are 'friendly and welcoming' and that the setting is supportive and cares for their children's needs. The nursery also establishes good links with other providers, such as the local school. This supports children and their parents when they move on to a new setting, including school. At staff meetings there is a focus on training and staff reflect on the courses they have attended, analysing how this impacts of the nursery's practice. For example, staff attended Every Child a Talker training and the impact of this is evident as staff have developed good skills in

talking with children and understand how to encourage thinking and reasoning skills.

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	319303
Local authority	Newcastle
Inspection number	960647
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	113
Number of children on roll	133
Name of provider	Kid 'N' Play Limited
Date of previous inspection	12/07/2010
Telephone number	01912 765 909

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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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Piccadilly Gate
Store St
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M1 2WD

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