

Tynemouth Nursery at Billy Mill

142-144 Queen Alexandra Road West, North Shields, Tyne and Wear, NE29 9AF



Inspection date

18 November 2016

Previous inspection date

27 November 2012

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

- Leaders have effective systems in place to continually review the quality of the nursery. Parents, staff and children are invited to contribute their thoughts about what they like about the provision and highlight any areas they would like to improve.
- Parents are included in all aspects of their child's care and learning. They speak very highly of the dedicated staff team who supports their children to make good progress in all areas. Staff provide excellent home-link activity ideas for parents to contribute to their children's learning journal.
- Children have access to a wide range of technological equipment. They demonstrate a good understanding of how to take pictures on the nursery camera and then print these on a printer. Children investigate resources to find out how they work.
- Children demonstrate high levels of respect and play cooperatively with others. They display excellent social skills. Staff are positive role models and provide children with regular praise and encouragement. This helps to develop children's self-esteem.
- Children are confident and make good progress in all areas of learning. They make regular choices throughout the day and take on responsibilities of completing small tasks. This helps to promote their independence skills.

It is not yet outstanding because:

- Staff do not consistently make precise assessments to meticulously plan activities that offer the highest level of challenge to children.
- Staff do not consistently provide high-quality opportunities which encourage children to become even more deeply involved in learning, particularly outdoors.

What the setting needs to do to improve further

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

- refine assessment procedures and plan even more precise and challenging activities for children
- extend the already good outdoor activities and provide further high-quality opportunities for children to become even more deeply involved in 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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff have completed recent safeguarding training. This helps to refresh their knowledge and contribute to enhancing systems that promote children's safety and well-being. Policies and procedures underpin practice and are regularly reviewed. Leaders complete termly audits of progress made by individual and different groups of children. This helps them to identify and address any gaps in children's learning. Staff supervision sessions are in place. Leaders support staff to review their own practice. For example, staff are responsible for maintaining their own development file and evaluate their practice. This helps them to see how improvements can be made and identify any training needs. Professional development opportunities are readily available. The well-qualified staff complete training courses. They return to the setting and share their learning with the rest of the staff team. This helps them to keep up to date with changes in guidance and legislation. Partnerships with other professionals are effective. Appropriate information is shared with others regarding children's individual care and development needs. This provides a consistent approach to children's learning.

Quality of teaching, learning and assessment is good

Children have access to a good range of resources based on their interests. They squeeze, roll and squash play dough and shape it in various ways. Staff help support children to describe how the dough feels and smells. They play alongside children and demonstrate how to use equipment and encourage them to develop new skills. Children dress up in costumes and act out real-life scenarios. They practise using their imagination skills. Staff encourage children to join in with familiar stories and rhymes. They promote a book of the week and encourage parents to take the book home to read with their child. Parents write a small review on how much their child enjoyed it.

Personal development, behaviour and welfare are good

Staff are very nurturing and attentive to children's emotional needs. Children demonstrate secure attachments with the adults who care for them. Their physical skills are generally well supported. For instance, young children participate in music and movement sessions and move their bodies in various ways. Children are provided with a healthy range of foods during mealtimes and are supported to follow good hygiene practices. They have opportunities to develop an awareness of other traditions and festivals from around the world. For example, older children regularly take part in foreign language lessons. Children have the opportunity to learn Spanish words and phrases.

Outcomes for children are good

Children make good progress towards the early learning goals. Mathematical language is threaded throughout all aspects of practice. Children push small numbered cars into the matching square inside of the toy car park. They give meaning to the marks they make when drawing pictures. Children start to recognise letters of the alphabet and write letters to penpals who attend other settings. This helps to promote children's early literacy skills. Children are equipped with the skills needed for what they need to learn next and the eventual move to school.

Setting details

Unique reference number	310213
Local authority	North Tyneside
Inspection number	1059530
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	0 - 4
Total number of places	56
Number of children on roll	87
Name of registered person	Tynemouth Nursery Group Limited
Registered person unique reference number	RP521965
Date of previous inspection	27 November 2012
Telephone number	0191 259 6922 or 07872971437

Tynemouth Nursery at Billy Mill was registered in 2001. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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