

Inspection of Tynemouth Nursery at Jesmond

Burdon Terrace, Newcastle Upon Tyne NE2 3AE

Inspection date: 4 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff well-being is a priority for leaders. This contributes to staff's high morale and a very positive atmosphere in this nursery. They form a strong and long-standing team, which helps to ensure consistency in care. Children form close bonds with familiar staff, showing a secure sense of belonging in their care. Staff respond quickly and sensitively to children's emotional needs. They offer reassurance and guidance to help them to understand and manage their feelings. Children grow in confidence and are happy, enthusiastic learners.

The bespoke curriculum takes account of children's all-round learning and development. Activities and experiences help children to learn new skills and knowledge, build on their experiences and develop positive attitudes. Staff's knowledge of children's individual learning needs informs their good teaching. They weave intended learning opportunities into a balance of adult-led activities and time for independent play. Learning plans are ambitious and contribute to the good achievements that all children make. Staff help to make children's learning meaningful. For example, they visit a greengrocer to buy fruit, then taste it, just like the caterpillar in a favourite story. Children visit local places of interest, such as places of worship and community gardens, and learn more about the world around them.

What does the early years setting do well and what does it need to do better?

- Learning is fun in this nursery. For example, older children giggle with glee when they make 'silly soup', and babies smile and clap while crunching cereal in their hands. Staff help children to learn more by modelling new skills. For example, they show children how to knead and roll dough, which helps them to develop hand strength and dexterity. This contributes to the good progress that children make.
- Activities ignite children's interest. At times, children become engrossed, such as when they spend a long time snipping petals and leaves from fresh flowers with scissors. At other times, however, their learning is interrupted. Noise levels occasionally rise indoors, which affects children's concentration and ability to hear staff during activities. Some routines disturb group story times, for example when staff ask children to use the bathroom or take them away to check their nappy.
- Children develop positive attitudes and behaviours. Staff quickly notice children's minor conflicts. They sensitively support them to understand others' feelings and encourage kindness. Children learn empathy and learn to build friendships and resolve disputes independently. Children are proud of who they are and what they can do. For example, they hold their pictures proudly with wide smiles when staff take a photo to show their parents.

- Overall, staff support children's good health well. For example, all children enjoy time outdoors each day and benefit from fresh air and exercise. Carefully planned meals provide children with a varied and nutritious diet. However, staff do not consistently teach children about the reasons for good hygiene routines, such as washing hands at key times in the session.
- Leaders seek the views of parents, staff and children to inform their plans for ongoing development. For example, they embrace staff's vision for developing a nature area in the garden, which aims to enhance children's outdoor experiences. Staff are keen to develop their own skills and welcome constructive feedback from colleagues and leaders. This reflective approach contributes to a culture of ongoing improvement to the existing good quality of care and learning.
- Partnership working supports a consistent approach to children's learning, which helps to strengthen their progress. Parents praise staff for their excellent communication with them. Parents are involved in their children's education and appreciate the breadth and variety of activities that staff provide. Close working relationships with other professionals involved in children's care and learning help staff to use targeted strategies to support children's particular needs.
- Children learn about diversity through storytelling, activities and discussions. Staff use books to introduce themes, such as different families, cultures and lifestyles. This helps children to understand and respect the varied experiences of people in their community and the wider world. They learn to celebrate the differences and similarities between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- minimise distractions to increase children's ability to listen and concentrate during activities
- help children to strengthen their understanding of how good hygiene habits support their good health.

Setting details

Unique reference number	EY479417
Local authority	Newcastle upon Tyne
Inspection number	10398603
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	71
Name of registered person	Tynemouth Nursery Group Limited
Registered person unique reference number	RP521965
Telephone number	0191 212 1201
Date of previous inspection	1 November 2019

Information about this early years setting

Tynemouth Nursery at Jesmond registered in 2014. The nursery employs 19 members of staff. Of these, 13 hold a relevant early years qualification at level 3 or above, including four at level 6 and two at level 7. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides government-funded early education sessions and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The manager showed the inspector around the nursery and explained how the provision is organised. She discussed the aims for the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector observed and evaluated an activity to support children's literacy skills.
- The inspector spoke to staff and the children at appropriate times during the inspection.
- Leaders met with the inspector to discuss management of the nursery.
- The inspector sampled relevant documents, including evidence of the suitability checks carried out on staff.
- A number of parents spoke to the inspector, and others shared their views through written feedback.

We carried out this inspection 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.

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