

Inspection of Two Little Dickie Birds Nursery And Fun Club with St Paul's Pre-School

St Peters Catholic Academy, Northumbrian Road, Cramlington, Northumberland
NE23 6DB

Inspection date: 7 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children form close bonds with familiar, attentive staff. They bound through the door in the morning with a big smile and show a strong sense of belonging. Their confidence and high levels of self-esteem demonstrate how safe and secure they feel in staff's care. Staff are passionate and committed to having a real impact on the lives of young children. They have a strong focus on kindness and friendship. They encourage children to care for those around them, to work together and to celebrate one another's achievements. This contributes to children's high levels of motivation and positive attitudes. They play and learn together harmoniously.

The curriculum supports children's learning well. Teaching is consistently good and, at times, exemplary. This is reflected in children's achievements. Babies and toddlers make consistent progress, and children in pre-school show considerable ability across all areas of learning. Those children who need support with some aspects of learning benefit from detailed, personalised plans that help them to make more progress. Staff provide a vast and varied range of activities, outings and visitors to nursery. This enriches children's experiences and builds on their knowledge and understanding of their community and the wider world.

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

- Staff listen intently to children and take account of their opinions and preferences. This helps children to feel valued and understood and helps to build their self-worth. Pre-school children tell staff what they have enjoyed in nursery while they look together at photos and previous artwork in their learning journey. This helps to reinforce children's prior learning. Staff help them to decide what they can learn about next, and children set challenges for themselves. Children are eager and engaged learners.
- Children enjoy their learning. Babies snuggle on staff's lap for stories and songs and make attempts at new words and actions. Toddlers join in music and movement sessions, developing their balance, coordination and creativity. Pre-school children listen intently at group times, building on their knowledge and understanding of letter sounds and numbers. Staff's careful planning for children's learning contributes to their good progress and achievements.
- All staff support children's language development well. Those working with younger children model words clearly and give children plenty of time and opportunity to make their own good attempts at speaking. Pre-school children develop an impressive vocabulary. Staff teach and explain less-common words to encourage children to use and understand a wider range of words. For example, children talk about how the Chinese dragon model 'meanders' around the classroom.
- Parents are very well informed about their child's learning, and they help to

support this at home. For example, they welcome weekend challenges to carry out with their children at home. Close working relationships between staff and teachers in school help to make the transition into Reception class seamless. Shared learning programmes help to ensure that children are very well prepared for the next stage in their learning.

- The provider reviews the provision and identifies areas for improvement. For example, there are plans to enhance the outdoor learning environment. Staff feel valued and morale is high. There are some arrangements in place for staff supervision and professional development. However, the provider has not fully considered ways to focus staff's learning more precisely and build more effectively on their good skills and knowledge.
- Children develop a good understanding of ways to stay safe and healthy. Staff teach children how to prevent the spread of infection. For example, children show their clean hands and exclaim, 'There's no germs here!' Older children are beginning to understand the importance of being active. For example, they observe how their hearts beat faster after moving during daily morning exercise routines.
- Staff teach children about respect, values and morals. They want them to grow up to make a positive contribution in their community. They provide simple, yet consistent and effective boundaries for children's behaviour and talk to them about making 'good choices'. Children talk about this during play and remind a friend, for example, by saying, 'That's not a good choice' when they take a toy from another child. They learn to regulate their own behaviour.

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:

- strengthen the arrangements for staff supervision, coaching and development to raise the quality of education overall to outstanding levels.

Setting details

Unique reference number	EY541806
Local authority	Northumberland
Inspection number	10372284
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	64
Number of children on roll	63
Name of registered person	Southgate, Donna Maria
Registered person unique reference number	RP910631
Telephone number	07811 973 027
Date of previous inspection	10 April 2019

Information about this early years setting

Two Little Dickie Birds Nursery And Fun Club with St. Paul's Pre-School re-registered in 2016. It is situated in the grounds of St Peter and Paul's Catholic Primary Academy in Cramlington, Northumberland. Opening hours are from 7.30am until 6pm, Monday to Friday, for 51 weeks of the year, except for bank holidays. There are 10 members of childcare staff. Of whom, eight members of staff hold an appropriate early years qualification at level 3 or above, including the manager who holds qualified teacher status. The provision offers government funded sessions and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The manager spoke with the inspector about the leadership and management of the setting.
- 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 together.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- Parents shared their views about the provision, and the inspector took account of these.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025