

Northumbria University Nursery

University of Northumbria, Ellison Building, Ellison Place, NEWCASTLE UPON TYNE, NE1 8ST

Inspection date

Previous inspection date

17/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- There is an excellent balance between activities led by adults and those initiated by the children. Adults make excellent use of their knowledge about children's learning to help them plan activities that they know will capture children's imaginations. Through this enthusiasm, adults generate great enjoyment in learning and a high level of concentration from the children.
- The success of the nursery's work to develop children's confidence and self-esteem as learners is clearly evident in children's enthusiasm for learning and their enjoyment of the wide range of learning opportunities available to them.
- Key persons are highly skilled and sensitive, and help children to form secure attachments and to feel very secure within the nursery. Key persons have an excellent knowledge and understanding of the children they care for and expertly support them in their next steps of learning.
- The manager team and staff are highly motivated to ensure that children receive the very best care and learning opportunities at all times. Consequently, self-evaluation is used innovatively to scrutinise their practice and make ongoing improvements.
- The partnership with parents is exceptionally well promoted as staff are skilled in sharing and using relevant information regarding child development. The information parents provide about their children contributes significantly to the staff's success in accurately planning for and meeting each child's needs.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from the nursery's self-evaluation form.
- The inspector conducted a joint observation with the nursery manager.

Inspector

Janet Fairhurst

Full Report

Information about the setting

Northumbria University Nursery originally registered in 2002 and re-registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register after moving to new premises. It is situated in purpose-built premises in the city campus east of Northumbria University in Newcastle, and is managed by a board of directors. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

There are currently 67 children on roll, all of whom are in the early years age group. The nursery employs 23 members of childcare staff, 18 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday for 51 weeks of the year, closing between Christmas and New Year. Sessions are from 7.45am until 6.15pm. Children attend for a variety of sessions. The nursery supports 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:

- consider reviewing the excellent arrangements already in place for how older children serve their food at lunch time.

Inspection judgements

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

Staff demonstrate an excellent understanding of the Early Years Foundation Stage. Children's high level of achievement results from excellent teaching that provides the right level of support for all children, based on accurate assessment of each child's needs. Staff use their invaluable knowledge of each child to ensure that all activities are presented in such a way as to best suit individual needs and abilities. Such consistent and sensitive staff support enables all children to develop at their own pace and discover their potential. Key persons spend time observing children's interests and these are skilfully incorporated into planning, ensuring the provision of a truly personalised learning journey. This lays a firm foundation for children's future learning. Topics and activities are shaped and often captured through children's talk or events in their families. For example, a child enthused over a television documentary her family had watched about penguins. This enthusiasm is nurtured by the staff, who encourage the children to take the lead in deciding how they will carry out their ideas and share these with others. This develops children's confidence and self-esteem extremely well. Parents are actively involved with the initial and

subsequent assessments of their children. This, combined with the frequent reviews of children's progress, means that any difficulties are quickly identified and suitable intervention is speedily put in place.

Throughout the nursery, staff provide superb support for children to develop their language. They recognise that some of the best communication times are informal and unplanned. For example, the interesting discussions during lunch and snack time, while having their nappy changed or playing outside, all provide excellent opportunities to communicate. Staff ask children appropriate questions that make them think, while listening attentively to them, allowing them time to express themselves fully. Children are active and eager learners and achieve exceptionally well. Older children listen attentively, answer questions enthusiastically and explore and learn with real determination. Children are supported in acquiring early reading skills. The environment is rich in print, and children learn about words by looking at names, signs and posters. Children whose home language is not English are equally well supported as photographs and pictures displayed reflect their family backgrounds. For example, labels in different languages are displayed throughout the playroom. This provides opportunities for children to develop and use their home language throughout their play. Children practise and improve new skills, such as writing and drawing, and many can make a very good attempt at writing their name, some children can read and write text independently. Well-planned mathematical activities are weaved successfully into everyday routines and children's spontaneous play. Staff are skilled at asking questions that encourage children to explore shape properties. Questions, such as 'can you roll a triangle?' and 'Why not?', prompt the youngest children to test out what they can do with shapes. Older children demonstrate standards well above expectations for their age in making sensible estimates, recognising and using numerals correctly, counting beyond ten accurately, and making comparisons.

Babies and very young children receive excellent care. Staff sensitively interact with them and respond intuitively to their needs, such as when they are tired or upset. Their early communication skills are extremely well supported through high quality adult-child interactions. They have a wealth of opportunities to access natural play materials, from jelly play to the use of a treasure basket and creative play. They enthusiastically touch, cuddle, shake and bang toys, and can climb and practise a range of movements in safety. Toddlers are very actively involved in their play, confidently selecting and exploring resources. They enjoy a balance of free-play and some structured time as they gain valuable skills in following directions, sitting for short periods and learning to wait and take turns. Staff support them exceedingly well as they progress to the pre-school room and become confident in their daily routines.

Information and communication technology equipment is eagerly accessed by the children. Staff constantly stimulate children's interest with new equipment, such as an electronic tablet device so the children keep up with innovations in technology. Children enthusiastically demonstrate their confidence and knowledge of technology. This is observed when a child patiently explains to the inspector how to use the box recorder to record their singing. Children show exceptional abilities in their personal and social development. For example, they register their name on the list and self-regulate their time on the computer, using the sand timers as a guide. Opportunities for older children to use their emergent writing are weaved effortlessly in all activities. For example, children create

their own story books and write lists of ingredients needed to make gingerbread men. Children come from a wide range of backgrounds and the environment reflects these. They take part in many different celebrations, learning about their own and others' cultures and beliefs.

A wealth of visits to places, such as the local art gallery, the train station and park, provide meaningful experiences to enhance children's learning and stimulate their interest in the wider world. Outdoors is seen as an extension to learning, and children can access this area at all times and in all weathers. For example, the babies and toddlers shelter under the veranda and happily watch as the rain pours down. Older children develop physical skills as they use equipment, such as a climbing frame, skittles and tunnels. Their enjoyment of the outdoors is further enhanced as they make 'pies' in the mud kitchen, carefully balance on the tyres or play hopscotch. There are outstanding opportunities for children to use their imagination and express their own ideas through superb art and craft facilities and role play. For example, staff create different areas imitating a shop and home setting, and listen with great interest as children create their own African songs. Children develop an excellent understanding of sustainability through a robust recycling system. Containers allow them to sort materials into paper and recyclable waste, and the organic garden offers great potential for new learning.

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

Children thoroughly enjoy coming to nursery; this is evident in their broad smiles and the exceptionally confident way in which they leave their parents and carers on arrival. Excellent settling-in programmes enable key persons get to know the children and their families exceptionally well. This, in turn, generates a great deal of trust between home and nursery, and facilitates the sharing of information. It is a vibrant environment for learning where the staff put children's needs first, and so they thrive and feel secure and very happy. Children's learning and development is unquestionably facilitated by the first-class environment, the organisation of indoor and outdoor space, furniture and accessible resources, which are plentiful and of very high quality.

Children develop strong relationships with their key person but also feel exceptionally safe and well cared for by all the adults. In the baby room, staff ensure that their needs are extremely well met and all routines reflect, as much as possible, the routines they have at home. Children benefit from the exemplary arrangements for the transition into the next playroom or their move to school. This process greatly involves their parents and their key person, and ensures that children are well prepared for this challenge. Staff have excellent relationships with the children and inspire confidence and success. From an early age, children contribute to the decision making within the nursery. This reflects the high expectations which staff have of children's capabilities. Children's behaviour and attitudes are exemplary and contribute much to their outstanding achievement. Staff act as positive role models as they foster children's self-esteem and offer well-timed, purposeful praise and encouragement. Staff have developed a fun approach to behaviour management and safety, to which children respond extremely positively. For example, they have created characters such as 'Safety Sally' and 'Minnie Manners'. As well as this, children have created books to record the rules, reinforcing their understanding of why it is important to

hold hands when they cross the road, not running indoors and the need to be careful when using scissors; all of which help reinforce and make the important message more memorable for children.

Children are empowered to take responsibility for their own safety. They are efficient at clearing up after themselves, which is prompted by the excellent use of well-timed verbal notification from staff. Meticulous hygiene routines throughout all areas minimise the risk of cross-infection. Older children have ownership of their health and well-being, and demonstrate through competent personal hygiene practices that they are well informed about healthy living. The children enjoy exceptional opportunities to enjoy a healthy lifestyle. Food is cooked fresh daily on the premises, providing children with a very healthy, balanced diet. Meals times serve as an integral part of children's social development. Staff recognise this as a natural opportunity to maximise children's independence skills, giving them opportunities to feed themselves and pour their own drinks. There is scope to develop the excellent, homely ethos of the nursery even more, by encouraging older children to serve themselves at the table rather than having to line up.

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

Children are extremely well safeguarded because staff are highly diligent in child protection matters. Extensive and ongoing training in this area ensures staff remain up to date with current procedures and changes. This, combined with effective recording systems for medication administration, accidents and allergies, which are all meticulously kept and monitored, further ensures children are extremely well protected. The nursery has excellent, robust recruitment and vetting procedures in place which ensure that all staff working with the children are suitable, capable and well qualified. An established and effective appraisal system and good links with the local authority ensure that there are excellent training opportunities for staff. In-depth policies and procedures, including a whistle-blowing and mobile phone use policy, are meticulously implemented. Thorough risk assessments are carried out, both around the nursery and for when children go out on visits. Staff are highly vigilant in their supervision of the children, and the security of the premises is excellent. The curriculum, learning environments and children's achievements are consistently monitored to highlight any achievement gaps for individuals or groups of children. This highly effective system demonstrates that all children are achieving very well and making excellent progress. Monitoring and supporting the performance of staff is given high priority by the management team, and this ensures every member of staff is able to fulfil their roles successfully.

Staff are committed to working cooperatively with parents and this is a strong feature of the nursery. Parents are provided with a wealth of useful information on the provision and the educational programme, as well as with advice and support information. They are well informed about their children's welfare, achievements and progress, and can discuss any concerns with their child's key person or manager. Parents are encouraged to contribute information to their child's learning journal in the shape of 'wow' moments. This enables staff to use information more effectively and to learn more about each child's interests and

abilities. Children can continue their learning at home because parents are well informed about what their child is doing. Parents are unreservedly proud of their nursery and fully appreciate the work carried out by the dedicated staff team. They describe the staff as being 'like an extended family' and value the way that they integrate them into the learning process. This is extremely well done through written information, the sharing of children's targets and the lending of resources, together with formal and informal discussions. In addition, staff fully support both children and parents when they move to full-time education, to ensure their transition is as smooth as possible. The management team work very closely with the schools and have plans in place to invite them to visit, to meet the children and talk through any strategies that may help them to settle quickly into school life.

The management team are inspiring and highly motivated, and share their enthusiasm with their extremely committed staff to continuously build on the work of the nursery. There is a strong sense of shared responsibility right across the whole staff team, who work effectively together to secure high quality care and education. The personal and professional development of all staff is actively encouraged and there are clear systems in place to monitor the provision. The constant self-evaluation of the nursery ensures that areas are consistently identified for sustained improvement. This is strengthened by the collaborative approach, which involves seeking the views of staff, parents and children. Subsequently, this leads to an evaluation that is accurate, with the setting of realistic goals and targets to bring about sustained improvement. The staff team are highly aware of the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY454915
Local authority	Newcastle
Inspection number	894450
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	67
Name of provider	Northumbria University Nursery Limited
Date of previous inspection	not applicable
Telephone number	01912274567

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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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