

Bede Burn Kindergarten

Bede Burn Road, Jarrow, Tyne & Wear, NE32 5BA



Inspection date

19 December 2016

Previous inspection date

23 July 2013

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

- The committed and passionate provider and management team are effective in continually developing the nursery. They are aided by an enthusiastic staff team. This helps to ensure identified improvements are achieved and outcomes for children are good.
- Strong partnerships, both with parents and other professionals, ensure that children's individual needs are recognised and given priority. Parents are provided with a good overview of their child's learning and development. This ensures that children's needs are quickly identified and met well.
- Safeguarding is a strength of the nursery. Staff's in-depth understanding and close partnership with other agencies help to ensure that all children are safeguarded through their timely intervention.
- Staff know how children learn. From their interactions with children and their regular observations they accurately assess how well children are progressing. They follow up effectively what children need to learn next and plan a wide range of exciting and stimulating activities.
- A well established key-person system helps children develop close bonds and secure attachments with staff. Children show they are emotionally secure and settle quickly into the calm, learning environment.

It is not yet outstanding because:

- Occasionally, adult-led activities begin before children have a clear understanding of what they have to do.
- The pace at which some staff give information during play and activities is occasionally too fast for older children to consider, develop and express their own emerging ideas.

What the setting needs to do to improve further

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

- strengthen teaching during adult-led activities, helping children to understand what is expected of them and supporting their learning even further
- give older children more opportunity to think about and consolidate the information given by staff during some activities, taking account of their need to think about and share their responses and ideas.

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 manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend safeguarding training and complete regular quizzes set by the management team to check their understanding. As a result, staff are extremely confident with the procedure to follow to protect children in their care. Recruitment and vetting procedures are robust and good procedures are in place to check the ongoing suitability of staff. Systems to monitor the progress children make and identify gaps in children's learning are highly effective. The manager monitors staff performance closely through meetings, supervision sessions and by sharing good practice. Ongoing professional development opportunities help to continually develop staff's skills and knowledge and to ensure good quality of teaching and learning.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good understanding of how young children learn and develop. Staff carry out observations of children's play routinely and assess children's development. Activities are based firmly on children's interests and the environment supports their learning well. Babies and young children enjoy sensory activities, such as exploring shaving foam and playing with bubbles. Toddlers are creative and show an interest in the sound of instruments and how their bodies move. Staff have worked hard to teach older children early writing skills. As a result, they are able to hold a pencil correctly and attempt to make their own marks. Children's progression through the nursery is sensitively handled, as is the move on to school. Staff discuss transitions with parents and carefully assess children's needs to fully prepare children for these changes.

Personal development, behaviour and welfare are good

The key-person system is effective. Staff caring for babies know their routines well and follow them according to parents' wishes. They offer children plenty of cuddles and reassurance if they are upset, tired or simply need comfort. This helps children to feel emotionally secure in the nursery. Each child's move between rooms is managed very well. Staff work closely with parents and the next key person to help children ease into their new environment. Clear boundaries are in place, children are increasingly aware of the expectations and their behaviour is good. Meals provided for children are varied, nutritious and take into consideration individual dietary needs. The outdoor area provides an exciting and challenging range of physical play equipment and is used well by staff to help children to be active and have fun.

Outcomes for children are good

All children, including those who are in receipt of free funded education are well supported to make good progress in all areas of learning. Children develop good personal independence and very confidently make their needs known. Babies and younger children explore and investigate with great confidence. Children's early literacy, mathematical skills and communication skills are promoted well. Older children learn about numbers and quantities as part of the daily routine. They make purposeful marks and learn initial letter sounds. Children are extremely well prepared for the next stage of their education, including the move on to school.

Setting details

Unique reference number	EY459907
Local authority	South Tyneside
Inspection number	1066745
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	75
Number of children on roll	109
Name of registered person	The Early Learning Partnership Limited
Registered person unique reference number	RP902630
Date of previous inspection	23 July 2013
Telephone number	0191 4300428

Bede Burn Kindergarten was registered in 2013. The nursery employs 15 members of childcare staff. Of these, one holds qualified teacher status, two hold an appropriate early years qualification at level 6, one at level 5, eight at level 3 and two at level 2. The nursery opens 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. It supports children who have special educational needs and disabilities.

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