

# Ashfield Nursery & ELC

South Tyneside Health Care Trust, South Tyneside District Hospital, Harton Lane,  
SOUTH SHIELDS, Tyne and Wear, NE34 0PL



<b>Inspection date</b>	15 December 2016
Previous inspection date	22 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Clear performance management processes are now in place to support the professional development of staff. Staff have access to a wide range of training and are encouraged to embark on higher qualifications, resulting in a strong and effective team.
- Leaders ensure staff understand, and are confident in, their roles to safeguard children. They now make additional checks to minimise risks to children, monitor and act on poor attendance and share key information with other professionals as required.
- Staff promote children's independence very well. They have high expectations of what even the youngest can do for themselves and support them well to do so.
- Staff take time to get to know parents; parents value the opportunities they have to talk with staff daily and agree how to best support their child's progress.
- Leaders monitor checks staff make on children's progress more carefully to ensure they are accurate and identify gaps in children's learning. Staff work with other professionals and adapt their teaching to support children at risk of falling behind to catch up.

### It is not yet outstanding because:

- Staff do not always consider children's identified next steps when planning for children's learning. Consequently, staff do not make full use of opportunities to help children achieve their targets.
- When planning adult-led activities for older children, staff do not always plan for those children who may not want to take part. As a result, sometimes there are insufficient resources available to children and this restricts their learning.
- Opportunities for children to play and learn, both indoors and outdoors, are not always maximised due to restrictions of the daily routines. At times children sit and wait for too long and become restless and disengaged as a result.

## What the setting needs to do to improve further

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

- ensure staff consistently identify clear learning outcomes for individual children and groups of children when planning for their learning, and fully consider their next steps, to better support children's progress
- review the routines of the setting, deployment of staff and planning of activities, to ensure children always have sufficient resources and opportunities to play and learn across all areas of learning that engage and interest them.

### Inspection activities

- The inspector observed children taking part in a range of activities in each of the rooms as well as the outdoor play areas.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Rachael Flesher HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have utilised the support of the local authority and views of others to help them tackle weaknesses identified at their previous inspection. Consequently, leaders have taken appropriate and swift action to improve the quality of the provision and outcomes for children to a good standard. Safeguarding is effective. Leaders now meet with staff regularly to discuss the progress of their key children, share any concerns and identify any action they need to take. Leaders work well with parents and other professionals to make sure children get any additional support they need. These children make better progress as a result. Staff work hard to involve parents in the nursery. They hold special family events, the most recent being a well-attended 'Polar Express' evening.

### Quality of teaching, learning and assessment is good

Leaders work alongside staff and observe and feedback on the quality of teaching, learning and assessment. Staff have begun to critique one another's work to share their knowledge and expertise. This helps secure good quality teaching. Staff take time to model, explain and demonstrate activities and resources to children so they know what do. Steps have been taken to improve planning and all staff now provide well for all areas of learning. A good range of interesting and exciting experiences now engage most children well. Parents value the online system that updates them on their child's learning and development, particularly when working overseas for long periods. This also enables extended family members to be involved in children's learning.

### Personal development, behaviour and welfare are good

The environment is welcoming and well maintained. A good range of high quality resources promote children's learning and development. Staff are particularly well trained to meet the needs of babies. They fully promote their care, learning and development with great skill and expertise. Staff know all the children well and have developed strong bonds with them. Children are learning to listen and follow instructions and are encouraged to take on roles and responsibilities. Staff praise children for their efforts and teach them to share and take turns. Children are well behaved, developing friendships and prepared for school as a result. To help children learn about diversity they take part in cultural celebrations and visit people in the community. Staff make good use of children's holiday experiences and family events, to help children learn about the wider world.

### Outcomes for children are good

Children, particularly the youngest, have lots of space to safely practise mastering their physical skills such as walking and balancing. All children greatly benefit from the language rich environment provided. Staff provide a narrative, introduce and repeat new words and engage children in dialogue through effective questioning and discussion. Children's communication and language skills are developing well as a result. Staff promote children's mathematical development well through modelling counting, sequencing and simple calculations. This all helps prepare children well for school. Children, including those identified as at risk of falling behind, are making good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY242765
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	1078536
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Ashfield Nursery And Early Learning Centre Limited
<b>Registered person unique reference number</b>	RP520256
<b>Date of previous inspection</b>	22 August 2016
<b>Telephone number</b>	0191 4557777

Ashfield Nursery & ELC was registered in 2002. The nursery employs 13 members of childcare staff; one of whom holds Early Years Teacher status, three hold an appropriate early years qualification at level 5, one at level 4 and eight at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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