

Inspection of Spring - Leam Lane

129 Cotemedede, GATESHEAD, Tyne and Wear NE10 8QH

Inspection date: 12 June 2024

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

Staff provide a wonderfully calm and supportive environment in which all children make good progress. They are extremely caring, nurturing and responsive to children's needs. Staff know the children and their families very well. All children and babies demonstrate they feel happy, safe and secure.

Children are well behaved. They develop a very good understanding of the nursery's routines, rules and boundaries. Older children show high levels of self-regulation and build strong relationships. They remind their friends that, 'Sharing is caring, and caring is kind'. Staff give younger children consistent, gentle messages to help them learn to share resources, have good manners and behave well. The whole staff team are very positive role models for children. They speak to each other with kindness and respect and this creates a very happy place for children to learn.

This inclusive and stimulating environment ensures all children can fully participate and make the most of what is on offer. For example, children with special educational needs and/or disabilities (SEND) receive the full attention and highly tailored support from their key persons and the special educational needs coordinator. They skilfully reflect on the children's needs and interests daily and children make good progress.

The experienced management team create an ambitious curriculum for children to succeed. Staff implement the curriculum well. All staff place top priority on promoting children's independence and communication and language skills through many interactions. This means older children especially excel in speaking, listening and attention skills, in readiness for their move to school.

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

- The leadership team and management are passionate. Children and their families are at the heart of everything they do. There is a strong culture of reflective practice which, overall, ensures very good outcomes for children. All staff, including new staff and apprentices, benefit from incisive coaching, mentoring and support to ensure teaching is of a high quality.
- The excellent information sharing with parents and other professionals helps to ensure children receive consistent support and continuity of care. Additional funding for individual children is well managed and positively impacts on children's progress.
- Feedback from parents is overwhelmingly positive. Parents are impressed by the daily preparation and delivery of activities and experiences and the progress their children make. They value the support and advice they receive from their

key persons on issues, such as weaning, potty training and behaviour management.

- There are very good systems to teach children about the benefits of living a healthy lifestyle. For example, children grow their own vegetables and herbs and learn how to make good food choices for their oral health. All children, including babies, have ample opportunities to extend and practise their physical skills. Children thoroughly enjoy running around outdoors, balancing on beams and scooping sand and water. Staff encourage them to be 'future Olympians'.
- Staff work hard to ensure that children develop the fundamental British values they need to help them become kind and caring future citizens. Children begin to understand how voting for something gives a fair result. Staff treat the children with respect and courtesy, explaining that everyone is equal and should be treated kindly. Children demonstrated their growing kindness at the exciting arrival of two nursery guinea pigs. This helps children understand how to care for living things.
- Overall, the quality of teaching is very good, particularly in the pre-school room. Staff are highly skilled. They consistently challenge and extend children's learning. Older children talk with confidence and enthusiasm about their activities, and set themselves challenges. They show curiosity and readily approach staff to join in. They skilfully draw and make marks creatively, choosing to practise writing their names. Children chopping a variety of vegetables to make soup made links and recalled past learning and experiences. These critical thinking skills are valuable skills to take forward to school when the time comes.
- The very caring staff working with the younger children offer them an abundance of sensory and physical experiences. They ask simple open-ended questions and clearly demonstrate a genuine interest in what the children talk about. However, on occasion, staff working in these age-groups are not as consistent when speaking with children during routines and spontaneous play. They do not consistently plan opportunities and adapt their interactions to the ages and abilities of each baby and child to help them build on what they already know.

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:

- support staff to make better use of their interactions with younger children in

order to build on what they already know to challenge children's thinking, in particular during spontaneous play and routines.

Setting details

Unique reference number	EY539480
Local authority	Gateshead
Inspection number	10346903
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 4
Total number of places	74
Number of children on roll	127
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01914386159
Date of previous inspection	9 August 2018

Information about this early years setting

Spring – Leam Lane registered in 2016. The nursery employs 16 members of childcare staff. Of these, eleven hold appropriate early years qualifications at level 3, one holds a relevant level 6 qualification and one holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and those eligible for early years pupil premium.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection, viewed parents' written feedback and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to children, to find out about their time at the setting.

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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