

# Crookhill Early Years

Crookhill Primary School, Hexham Old Road, Ryton, NE40 3ES



## Inspection date

Previous inspection date

28 February 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Not applicable	<b>1</b>
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The nursery has an excellent relationship with the on-site school. An atmosphere of collaboration and mutual support exists between the school and nursery. This effective partnership working helps the nursery to meet children's needs extremely well.
- Leadership is inspirational. The managers demonstrate an uncompromising commitment towards achieving excellence in all areas. The systems for self-evaluation are highly reflective and continuous. They review all areas of practice to identify better and more-successful ways of working.
- Leaders have highly efficient monitoring systems in place to review children's progress and precisely evaluate any gaps in learning. Additional funding has been well-targeted and this has significantly closed the achievement gap.
- Behaviour is managed extremely well. Children learn and respond to the expectations of the nursery because staff sensitively reinforce these at every opportunity. These are shared with parents so they understand and use the same expectations.
- The quality of teaching is outstanding. Exceptionally knowledgeable staff inspire children with an excellent range of learning opportunities. Staff give children time to play and astutely plan slightly more-challenging ways to develop their ideas. Outcomes for children are consistently extremely high in relation to their starting points.
- Staff use their assessments to provide targeted support and very high levels of challenge for all children.
- Excellent partnerships with parents ensure they are clear about how they can enhance their children's learning further. A variety of methods of communication is used to maintain the highly effective two-way flow of information.

## What the setting needs to do to improve further

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

- evaluate the impact of observations of teaching that help maintain the excellent outcomes for children.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Elizabeth Fish

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. Leaders and staff demonstrate an extremely thorough understanding of local safeguarding procedures. They are exceptionally vigilant and have highly detailed policies and procedures in place that underpin all areas of practice. Supervision sessions are completed in a very timely and effective manner. Leaders offer valuable support and guidance to the well-qualified staff and encourage them to review their excellent quality practice. Recent training, as well as improvements to the provision for younger children, have had a significant impact on children's achievements. The managers plan to formalise procedures for the observation of teaching to enable all staff to continue to achieve excellent outcomes for children.

### **Quality of teaching, learning and assessment is outstanding**

Children are incredibly motivated. They eagerly participate in a wide and exciting range of freely chosen and well-planned learning opportunities. For example, children enjoy cleaning the outside area. They eagerly explain how to use the brushes to create the maximum amount of bubbles possible. Children guide much of their learning themselves. Staff follow children's lead proficiently and seize opportunities to extend children's learning. For example, children choose to look at a new book. Excellent intervention helps children to learn the meaning of new words. They also learn to differentiate between print and pictures. Staff provide further resources to support children's interests, helping them to develop superb concentration skills. Staff have an excellent understanding of how they can support children's communication skills. High-quality interactions support younger children to acquire new vocabulary rapidly.

### **Personal development, behaviour and welfare are outstanding**

Relationships in the nursery are superb. Children develop strong attachments with the staff. Staff give them their full attention and are incredibly perceptive to changes in children's mood. Children thrive on the regular praise they receive. This supports children's sense of achievement significantly. Children demonstrate empathy and respect for other children. Two-year-olds in the setting demonstrate excellent social skills as they take turns putting blocks into a box. There is a highly stimulating outdoor area where children can run, build, climb and develop their imaginations. Transitions into school are managed extremely well. Children's individual needs, welfare and stage of development are central to this process. Staff go above and beyond to help children to settle into the routines of the Reception class.

### **Outcomes for children are outstanding**

All children make excellent progress and are extremely well prepared for the next stage in their learning. Older children learn how to handle books and recognise numbers up to 10. Younger children count with numbers in order and readily use numbers in their play. They show very high levels of concentration and enthusiasm. Older children are exceptionally confident. They make links in their learning and work out their own way of doing things.

## Setting details

<b>Unique reference number</b>	EY488663
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	1015880
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Crookhill Early Years Limited
<b>Registered person unique reference number</b>	RP534548
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01914334070

Crookhill Early Years was registered in 2015. The nursery employs four members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including two with early years professional status. The nursery opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45pm and 12.15pm until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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