

Inspection of Emtep One Nation Childcare

Westgate Road, Newcastle Upon Tyne NE4 9PQ

Inspection date: 4 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff have a calm, respectful and nurturing approach and recognise the uniqueness of each child in their care. Children are happy and develop warm and trusting relationships with staff. Staff's initial focus during the early part of the school year is on helping children settle to new routines. For example, those children who are timid and quiet quickly become confident and happy learners.

Staff check children's progress well and plan activities which motivate and take account of their differing backgrounds and skills. They use mathematical language, such as 'full', 'empty' and 'heavy' and discuss these with children. However, they are less effective in providing opportunities for children to use numbers, counting and simple calculation. Staff teach children to communicate well with others. They ask questions which encourage children to talk and introduce alternative words to expand their vocabulary. For example, a child describes how the fire officer helped to get 'Kitty out of the tree', staff then add, 'Yes, he rescued Kitty'.

The manager values input from staff and parents to help identify areas to improve. Her regular monitoring enables her to provide staff with constructive feedback on the quality of their teaching. Staff work closely with other external agencies. This is effective for children with special educational needs and/or disabilities. Staff are considering ways to strengthen partnerships with other settings that children attend.

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

- A significant strength of the nursery is the quality of the relationships between staff and children. Children settle quickly due to the very caring and welcoming nature of the staff, and well-established routines. They become increasingly independent in their personal care, putting on their outdoor clothes and returning their plates and cups after snack.
- Well-chosen activities and resources support children's early mark marking and promote their enjoyment of writing. For example, young children are keen to use water, brushes and rollers to make marks while older children use pens and crayons. Staff support children's use of mathematical language and understanding of capacity well. However, they do not consistently make the most of spontaneous learning opportunities to boost young children's emerging counting skills.
- Children from a wide range of ethnic backgrounds, including those new to learning English, achieve well because staff ensure they are included, and their individual needs met. Children new to learning English benefit well from the bilingual support they receive, especially those who speak Arabic.
- Children's behaviour is managed well. They show considerable responsibility for

their age in tidying up and taking turns. Expectations are high and children respond quickly and positively to the praise and encouragement they receive.

- Staff and parents work effectively in partnership. Parents share lots of information about their child's development and interests from the start. Staff keep parents informed about their child's progress and achievements. They share ideas with parents regarding ways of continuing their child's learning at home.
- Staff help children to keep themselves safe through the sensitive way they explain their expectations and help children to express their feelings and communicate their needs. Staff support children's healthy lifestyles effectively. Children benefit from daily exercise outdoors, healthy food options and follow good hygiene procedures.
- The leadership team and staff review their practice effectively to identify where further improvements can be made. For example, they have improved the way the nursery is set out so that children can access all that is on offer. They are looking at how they can improve partnerships with other settings children attend to enhance their learning and support them as they make the transition to nursery and school.
- The manager focuses well on raising the quality of teaching and learning experiences for children. She has implemented an effective programme for staff's professional development and systems to monitor practice.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team ensures that staff are aware of their duty to keep children safe from the risks of possible harm. Staff have received regular training on safeguarding to help them feel confident in understanding their roles and responsibilities. Systems for staff to identify and report any concerns about children are thorough. Robust arrangements are in place to check the suitability of new and existing staff.

What does the setting need to do to improve?

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

- provide more opportunities for children to practise and use numbers, counting and simple calculation
- strengthen procedures for a smooth transition with other settings that children attend, to help complement children's learning experiences.

Setting details

Unique reference number	EY543863
Local authority	Newcastle upon Tyne
Inspection number	10091533
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	16
Number of children on roll	24
Name of registered person	Ethnic Minority Training & Education Project North East
Registered person unique reference number	RP543862
Telephone number	0191 242 4894
Date of previous inspection	Not applicable

Information about this early years setting

Emtep One Nation registered in 2017. The setting employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds an appropriate early years qualification at level 5, three at level 3 and one at level 2. The setting opens from Monday to Friday all year round. Sessions are from 8am until 5pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 the director. She looked at relevant documentation 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.

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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