

# Inspection of New Beginnings

Austin House Family Centre, 22 Shakespeare Street, Sunderland, Tyne and Wear  
SR5 2JX

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Inspection date: 4 March 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children interact positively and form good friendships with their peers. Staff provide them with a vast number of opportunities to recognise how to manage their own feelings and emotions. The key-person system is well established. This helps children to build secure bonds and emotional attachments with staff. Children are happy, relaxed and settled in their surroundings. Staff create a stimulating environment to promote children's well-being successfully. Children thoroughly enjoy exploring and experimenting with a wide selection of natural resources and real-life objects. For example, they delight in filling and emptying different containers while they pretend to make soup in the water tray filled with vegetables.

Staff provide children with clear guidance and simple explanations to promote good behaviour. Younger children begin to share and take turns as they play. Older children extend their listening and attention skills during group activities. Staff plan a well-balanced curriculum and adapt provision effectively to suit children's ages and abilities. For instance, they have recently implemented a new approach to literacy to help enrich children's speech and language development. Staff use good eye contact and facial expressions when communicating with younger children. They introduce different vocabulary to older children, such as 'castanet' and 'monkey drum', while they use musical instruments to investigate letters and sounds.

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

- Children with special educational needs and/or disabilities are well supported in their learning. Staff work very closely with external agencies to set precise targets and devise focused plans to promote children's ongoing progress. Additional funding is used effectively to improve resources and the environment to enhance future outcomes for children.
- Staff encourage parents to contribute to nursery life, including attending story sessions, to promote strong partnership working. Parents are given ideas of strategies to use at home to create continuity of learning for their children. The manager establishes successful links with other professionals, such as the local authority early years practitioner, to support children with toilet training.
- Children enthusiastically develop their creativity and imagination. For example, they excitedly use the painting materials to be artistic and make their own designs with the play dough. Staff support children to build good self-help skills. Older children capably access their snack throughout the day and help to clear away their dishes when finished.
- Staff know children well and are fully aware of what children need to learn next. They frequently observe and assess children from their starting points. Staff take action to narrow any potential gaps in children's development. However, on

occasions, they do not enable children to lead their own play and follow their own ideas during daily routines.

- Children are very prepared for their future moves. Staff develop effective relationships with teachers from the host primary school to help children to acquire vital skills for the next stage in their learning. Older children use the school dining hall at lunchtime to become familiar with the environment.
- Staff provide children with numerous opportunities to be physically active and to build their coordination while they play outdoors. They arrange various outings in the local community to broaden children's experiences from home. For instance, children have recently visited the marina and beach to extend their learning based on their individual interests.
- The manager has a clear vision to provide children with the best possible start to their early education. She regularly observes staff practice to provide them with constructive feedback about their strengths and areas for future improvement. However, professional development for staff is not always precisely focused on building confidence in key areas such as current guidance and legislation.
- Staff feel their well-being is fostered successfully by the manager and the nominated individual in the host primary school. They comment that the manager is very approachable, always there to listen and is a good role model when working with children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff comfortably recognise potential signs and symptoms of abuse and neglect. They are fully aware of who to notify if they have any child protection concerns. Staff continually reinforce boundaries to children and support them to take suitable risks in their play. This helps children to gain their own awareness of safety. The procedures for recruitment, induction and vetting are robust. New staff members have a clear understanding of their daily role and responsibilities. For example, they are assigned a mentor at the start of their employment to provide them with good levels of support and guidance.

## **What does the setting need to do to improve?**

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

- enhance teaching skills to allow children consistently to lead their own learning and extend their own ideas
- strengthen the programme of professional development for staff so that their knowledge about key areas of practice is constantly improving to a higher level.

## Setting details

<b>Unique reference number</b>	EY308317
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10117636
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Southwick Primary School Governing Body
<b>Registered person unique reference number</b>	RP525313
<b>Telephone number</b>	0191 5618268 or 0191 5009554 (main school)
<b>Date of previous inspection</b>	5 December 2012

## Information about this early years setting

New Beginnings registered in 2005. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including two staff members who hold early years professional status. The nursery opens Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Enright

## Inspection activities

- The inspector observed the quality of teaching and spoke to staff members in the nursery. A number of discussions were held with the manager and the headteacher of the host primary school.
- The manager conducted a learning walk with the inspector to discuss how the early years curriculum is organised.
- The inspector reviewed a sample of documentation, including paediatric first-aid certificates and evidence of the suitability of staff working in the nursery.
- The manager completed two joint observations with the inspector and assessed the impact of these activities on children's learning.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

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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