

Inspection of North Tynies NNI

Bellingham School Site, Redesmouth Road, Bellingham, Hexham, Northumberland
NE48 2EN

Inspection date: 15 April 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled in this nurturing and outstanding nursery. Managers and staff are dedicated to their roles. They work tirelessly to provide the very best care and education. Parents and carers say their children run into nursery with excitement to start their day. From the moment children enter the nursery, their learning begins. For instance, they register their attendance with numbered wooden logs and find their names. Children become deeply absorbed in their play and learning, supported by a clear and sequenced curriculum. With strong leadership, staff understand the theory and practice of early education. There is an ethos of children learning through being deeply absorbed, exploring and their views being valued.

Staff plan the curriculum and the environment to inspire children's curiosity and promote child-led learning. They give children a voice and respect their views. Staff encourage children to share ideas through 'floor books' and vote on changes, promoting a sense of ownership and democracy. Following children's suggestions, a pet rabbit joined the nursery, which children help to care for as it hops freely among them. Children have also hatched chicks. Staff help children to learn to handle animals with care and respect. They carefully consider how children can learn to manage risk safely. Children wear protective gloves and aprons to clean the rabbit's enclosure. They work out how to build stable obstacle courses outdoors using tyres, planks and logs. Staff encourage children to drink from small glasses, and understand the consequences of dropping them. These experiences teach children valuable life skills for the future.

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

- The nursery places a strong focus on helping children to develop a sense of belonging and form secure attachments. Settling-in sessions are flexible and tailored to children's individual needs. Staff encourage parents to stay during these visits. They gather detailed information to support each child and use items from home, such as blankets with familiar scents, to help children to feel secure.
- Staff support children's communication at every opportunity. They extend children's vocabulary during their play, introducing new words, such as 'opaque,' while exploring the differences between hard-boiled and raw eggs. Staff use very effective questioning to promotes conversations. This helps children to become extremely confident communicators.
- Staff place an emphasis on children being as independent as possible in all that they do. Even very young children manage their own coats and shoes. The environment is set up at children's level to allow them to access resources independently, such as pump-action paint bottles, to support children's creativity

without interruption.

- Children with special educational needs and/or disabilities (SEND) receive exceptional support. Staff who lead on SEND gain additional qualifications. They guide other staff in using strategies, such as 'now and next' boards and Makaton, to ensure children's full inclusion in all activities.
- Staff place a focus on children following healthy lifestyles. Children tuck heartily into nutritious and home-cooked meals. They have regular visits to the local community pantry. Here, children donate or choose food to cook at nursery, learning about nutrition and food waste. Babies self-feed using spoons, while older children develop skills with knives and forks.
- Children behave exceptionally well. They listen attentively, work together cooperatively and show mutual respect. Staff provide consistent routines and offer specific praise to help children to understand what they have done well.
- The nursery is an active part of the local community. Staff invite police and fire services to visit, helping children to understand the roles of people who help them. Children also enjoy writing letters and posting them to family members, connecting their learning to real-world experiences.
- Staff feel very well supported by managers. Many have worked at the nursery for many years. Managers lead by example, such as regularly modelling outstanding practice, monitoring staff's performance and encouraging professional development. They encourage staff to further their qualifications and provide time for them to complete training.
- Staff encourage children to develop their physical skills indoors and outside. All rooms have physical areas for children to practise a range of large movements, such as balancing, climbing, crawling and jumping. Older children take part in regular dance sessions. Children become very confident movers.
- Books play a big part in children's day at the nursery, displayed throughout every space for children to access in their play. Babies are often found in cosy areas, such as tepees, exploring books and babbling. Older children create their own stories during their play, using openers, such as 'Once upon a Time'. This helps children to develop excellent early literacy skills.
- Staff maintain strong communication with parents through daily diaries, online apps and termly meetings. Children borrow books from the nursery's library and enjoy taking home the 'story bear' to share adventures with their families. These strong partnerships help to enhance children's learning at home.
- Excellent relationships with on-site school support children's move on to Reception class. Children develop their social skills and play with school children during regular forest school sessions. Key staff visit Reception classes and invite teachers into the nursery to get to know children and their learning needs, ensuring a seamless move to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's first.

Setting details

Unique reference number	EY307505
Local authority	Northumberland
Inspection number	10388457
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	1 to 9
Total number of places	50
Number of children on roll	53
Name of registered person	North Tynies Childcare Ltd
Registered person unique reference number	RP525559
Telephone number	01434 220716
Date of previous inspection	11 July 2019

Information about this early years setting

North Tynies NNI registered in 2005. It is independently run and is located on Bellingham School Site in Bellingham, Northumberland. There are 10 staff who work in the nursery. Of these, three staff hold qualifications at level 6, two staff hold qualifications at level 5 and three staff hold qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and the Christmas break. Sessions are from 8am until 6pm. The nursery provides government funded childcare. It offers out-of-school care for children who attend partnership schools.

Information about this inspection

Inspector
Melanie Vincent

Inspection activities

- The manager discussed with the inspector how staff organise and plan the curriculum, environment and experiences for children during a learning walk.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector evaluated children's learning together during an observation in the pre-school room.
- The inspector held a meeting with the manager and the nominated individual. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- Staff and children spoke to the inspector during the inspection.
- The inspector took account of parents' views which were gathered during the inspection.
- The headteacher and the Reception class teacher at the on-site school spoke to the inspector during the 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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