Bensham Grove Nursery School at the Elgin Centre

Unique reference number (URN): 2748640

Address: Elgin Centre, Elgin Road, Gateshead, NE9 5PA

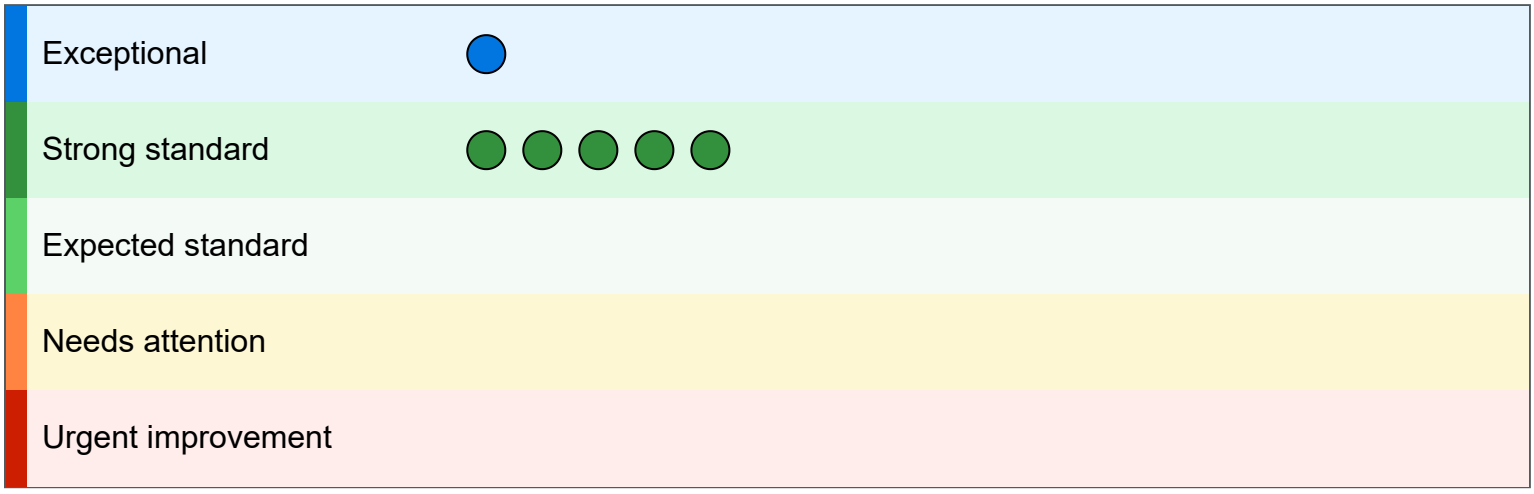
Type: Childcare on non-domestic premises

Registered with Ofsted: 31/08/2023

Registers: EYR

Registered person: Bensham Grove Nursery School

Inspection report: 30 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Inclusion

Exceptional

The nursery supports a very high proportion of children with special educational needs and/or disabilities and those who face barriers to their learning. Many children who attend have complex needs. Leaders and staff have a transformational impact on the lives of children. They take time to get to know children and their families incredibly well. This helps them to truly understand children's lived experiences. Staff sensitively tailor the setting to help children settle. Some children have experienced significant trauma, and staff are highly trained to support them and their families. Staff build trust and understanding that helps children gain a sense of belonging. Parents are wholeheartedly positive about the setting. They build secure relationships with staff that help them support their children to attend regularly and establish positive attitudes to learning. Staff share detailed information with parents, as well as training, to help them support their children at home.

Staff are extremely well trained. They have a wealth of knowledge and take swift and effective action when they identify any gaps in children's learning. Children who face barriers to their learning receive prompt targeted support that helps them to develop their social and emotional skills. Staff prioritise children's wellbeing. The use of additional funding that children receive is used insightfully to support children's precise needs. This includes providing children with sensory support delivered by purposely trained staff. Some children experience emotional difficulties and can become very upset at times. They benefit from staff's highly effective interventions that help them gain increasing control so they can access learning. These timely interventions help children to catch up to their peers.

Teachers at the local school say that they receive highly detailed information before children start school. They continue to work with the setting to plan the most effective ways to support children, including planning access to the sensory interventions to build on established routines. This provides children with consistency to help them self-regulate and sustain regular attendance in the next stage of their education.

Strong standard

Achievement

Strong standard

Children make impressive progress from their starting points. They are well prepared for the next stage in their learning. Children with special educational needs and/or disabilities and those who face barriers to their learning settle quickly on arrival. They thoroughly enjoy developing their physical skills as they build with blocks and explore how different-shaped blocks fit on top of each other. Children look at books; they show their developing literacy skills as they handle books correctly, turn pages and understand the difference between the text and illustrations. They practise their counting skills as they count the number of objects on each page. Older children recognise numbers to 10. Expert support from staff ensures that children make rapid progress in communication and language. For example, children engage in conversations with staff as they recall what they have been doing. Younger children benefit from the focused key vocabulary that staff reinforce as children play.

Behaviour, attitudes and establishing routines

Strong standard

Children have very secure relationships with their key person and other children. They arrive happily and settle to activities with their friends. Children eagerly help each other to build towers with blocks. Staff welcome all children individually, taking account of all children's precise needs. They take time to talk to each child, helping them build a true sense of belonging. Staff adapt the routines to support children who face barriers to their learning. This is evident as staff adjust their groupings in the morning to provide additional reassurance to those children who need it. Children quickly get to know the routines in nursery and thrive as they begin to anticipate what comes next. Children eagerly tidy up in anticipation of the welcome time with their key person, saying what song comes next. Staff implement all policies consistently This supports all children, including those who are disadvantaged, to manage their feelings and behaviour. Staff have very clear boundaries that they consistently reinforce. When children leave the table while still eating snack, children are asked if they want to sit and eat or finish eating. Staff gently guide children back to the table to eat. This leads to an incredibly calm and purposeful learning environment. Leaders work with parents to help them to understand the impact of regular attendance. They use a range of strategies, such as increasing hours or providing lunch, to ensure children attend and benefit from the learning opportunities provided. When necessary, leaders use funding to remove any barriers to attendance that exist.

Children's welfare and wellbeing

Strong standard

Children benefit from highly responsive relationships with staff. Staff recognise the importance of giving some children extra time to settle and join in. These strategies are highly effective in giving children the confidence to try things for themselves. For example, children who are new to the setting rely on familiar children when they arrive. They gradually become more confident to try things themselves until they have the confidence to access all areas of the nursery independently. Staff provide a range of opportunities for children to develop their small and large control and coordination. For example, children use a dustpan

and brush with impressive control to sweep up the sand so that it is safe for other children. Staff support children consistently well to manage their feelings and emotions. They take time to talk to children, acknowledge how they are feeling and identify strategies that help them to regulate their behaviour and emotions. During the inspection, children who have previously struggled to regulate their feelings demonstrate superb self-control for their age. When other children take the play dough and tools they are using, they calmly move themselves away from the table using effective self-regulation strategies. Staff teach children the importance of washing their hands before they eat. They provide a range of healthy snacks, such as breadsticks and fruit. Leaders ensure fruit and water are readily available. As they eat, children explain why fruit is good for them. They share detailed information with parents about food safety. Leaders also provide a food bank for those who need it to further support healthy lifestyles. Staff adapt routines to support children's individual needs, such as providing quiet time for children who need to sleep.

Curriculum and teaching

Strong standard

Leaders have a precise overview of the curriculum that they teach. They ensure all children receive a broad and balanced curriculum. Children's physical development is embedded throughout the day. For example, children stack and balance building blocks when they arrive. Two-year-old children learn to pour their own drinks. Assessments are precise and identify where further support is needed. Leaders take decisive action when they identify areas where children need further support. For instance, staff are highly trained in communication and language. Staff plan targeted language support, and their interactions are of a consistent high quality. They plan specific words to support this in the different areas of the room. For example, staff introduce and model words 'pat, pat'. When children start to use these words independently, they introduce new words, such as 'sprinkle'. Children engage in back-and-forth conversations with staff who value their thoughts and ideas and listen with interest. This helps children build high levels of self-esteem. Communication and language underpin the curriculum. For instance, children build on their knowledge of rhyme as they listen to mathematical stories. The actions that leaders take to help children who face barriers to their learning have a significant impact on children's attitudes to learning. Staff place a high priority on children's personal and social development. They respond sensitively to children's needs when they arrive and adapt their practice accordingly. These adjustments help children to flourish. For example, children who are unsure and tearful when they arrive, respond to staff's nurturing approach and soon become fully engaged in sand play, communicating with staff.

Leadership and governance

Strong standard

Leaders and staff have developed meaningful and supportive relationship with parents. Parents say that the staff go above and beyond to support their children and the whole family. The partnership working that the nursery has established with a range of professionals has helped them to get invaluable and timely support. Leaders take decisive action to support all children, including those who are disadvantaged or face barriers to their learning. Funding is used efficiently to ensure best possible outcomes for children. This has included setting up a staffed sensory hub to support children with special educational needs and/or disabilities to ensure that children have consistent access to a calming environment to maintain their emotional regulation. Leaders ensure that staff are extremely well trained.

For example, they attend a range of training to allow them to carry out specialist interventions. This has had a significant impact on children's concentration, communication and interaction. Leaders have a precise overview of their strengths and areas for development. They set clear targets for improvement. They have a established a highly effective coaching system. This enables staff to constantly reflect and improve their practice in line with the nursery priorities. Leaders focus specifically on staff's wellbeing. Staff are given time to complete their planning and preparation during the working day. They also have time and space to reflect on their work as a team.

What it's like to be a child at this setting

Children thrive in this caring and nurturing nursery where children are cared for as part of the family. Clear routines help children to feel secure and develop their independence. They arrive eagerly in the morning, hang up their coats, leave their parents and greet staff with enthusiasm, eager to start their day. They demonstrate that they feel comfortable as they settle quickly into their groups and enjoy the time with their key person singing and looking at books. They quickly engage in purposeful play. For example, younger children thoroughly enjoy playing with the sand while others spend time in the garden. Staff respond to children's unique needs, for instance offering them a cuddle when needed.

Staff know children well, including all children's individual next steps. They are highly responsive to children's individual needs, particularly those with special educational needs and/or disabilities, or those who face barriers to their learning, and provide exceptional support and guidance to children and families. They thoughtfully adapt their provision to support children's differing needs. This includes planning time in the sensory hub or focused language sessions for those who need it. They plan a range of opportunities to support children's learning across the whole curriculum. Children achieve well. For example, children play in the water and develop their understanding of capacity.

Children form secure relationships and a clear sense of belonging. They thrive on the praise and reassurance that staff give them. Children beam and cheer as they successfully roll out the play dough. When staff cheer, children do an excited dance around the room. Staff help all children to feel valued as they listen to all children and make time to talk to them as they play. Leaders talk to parents and carers to encourage consistent attendance. They take effective action to understand any barriers to attendance and work with families so that children benefit from the stability the setting provides.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The inspector spoke with leaders, practitioners, special educational needs coordinator, and other professionals associated with the nursery 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.

Inspector:
Elizabeth Fish

About this setting

Unique reference number (URN): 2748640

Address:
Elgin Centre
Elgin Road
Gateshead
NE9 5PA

Type: Childcare on non-domestic premises

Registration date: 31/08/2023

Registered person: Bensham Grove Nursery School

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 09:00 - 15:45

Local authority: Gateshead

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 30 January 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

52

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
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Textphone: 0161 618 8524
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