

# Stanley's at All Saints

Whitehall Street, South Shields, Tyne and Wear, NE33 4SU



## Inspection date

19 February 2015

Previous inspection date

5 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. This is because staff's practice is based on a secure understanding of how to promote children's learning and development through their play. As a result, all children, including those with special educational needs, make good progress and develop the skills they need for starting school.
- Staff's attentive approach builds secure attachments and promotes all children's self-esteem and confidence because children know they are valued. As a result, children's emotional well-being is promoted.
- The strong partnership with parents is a particular strength of the nursery. Parents learn about their child's learning as well as how best to help their children to learn at home. Parents are very active participants in their child's education and are overwhelmingly positive about the nursery's effectiveness.
- Partnerships with external agencies and other professionals are well established. All staff work very well with services in their local area and effectively use advice to provide targeted interventions to meet the specific needs of individual children.
- Staff training is an important part of the nursery's natural progression. New skills and information gained from training are cascaded to the rest of the staff team to ensure consistency of care and good practice throughout the nursery.
- Arrangements to settle new children into the nursery are well planned and parents clearly appreciate the 'home visit' they receive from their child's key person just before their child starts at the nursery.

### It is not yet outstanding because:

- Opportunities for staff to observe best practice and learn from those with specific areas of expertise within the nursery are not developed to their full potential.

## What the setting needs to do to improve further

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

- build on existing practices for the monitoring of staff performance, for example, by embedding further the use of peer observations, sharing the expertise of those who have particular skills more systematically to help raise the practice of all staff to the highest levels.

### Inspection activities

- The inspector observed the quality of the teaching and the impact this has on the children's learning and development.
- The inspector completed a joint observation with the senior nursery nurse.
- The inspector held a meeting with the senior nursery nurse and looked at relevant documentation, such as children's records, observation and assessment files, the setting's self-evaluation, and evidence of the suitability of the staff team.
- The inspector talked with children, staff and parents, and took account of their views.

### Inspector

Janet Fairhurst

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know how children learn and provide a wide range of activities and experiences to ensure very good learning opportunities. Communication and thinking skills are extended when children reply to questions, such as 'I wonder if this will work?' Children who may be at risk of language delay are supported well. For example, staff provide good quality one-to-one time with them and make effective use of strategies from services such as speech and language therapy. Children's mathematical skills are enhanced when staff engage them in early counting through play-based activities and routines. They help children to count the number of blocks in the tower and pause to allow children to join in with number names. Children are encouraged to build using large and small construction equipment to extend their experiences of size and shape throughout the day. The exciting outdoor learning environment has a positive impact on children's involvement in their learning. They develop problem-solving skills as they explore making bubbles, and enjoy mark making on the large outdoor blackboard. Parents are kept well informed about their child's progress. An ongoing dialogue on learning and development is maintained, leading to improved achievement for children.

### **The contribution of the early years provision to the well-being of children is good**

Effective settling-in arrangements are in place and both children and parents are well prepared when children join the setting. Children are equally well prepared when they move onto nursery or school. For example, they make regular visits and information is shared to ensure there is continuity in their learning and development and welfare. This ensures children feel emotionally prepared for this next step in their lives. Staff are good role models and help children to play well together. Children are learning about the importance of a healthy lifestyle. They are offered healthy snacks and drinks and benefit from daily fresh air and exercise. Staff supervise children well and have sensible rules for everybody to follow. Consequently, children demonstrate safe practices when using resources, such as large building blocks and wheeled toys.

### **The effectiveness of the leadership and management of the early years provision is good**

Staff are well trained and knowledgeable about how to safeguard the children in their care. Effective recruitment and vetting procedures ensure all staff are suitable to work with young children. Robust risk assessments are carried out by all staff to ensure areas accessed by children are safe and any hazards are quickly identified and removed. This means that children are effectively safeguarded and their welfare is monitored closely. The management team play a good part in checking the quality of provision and helping staff to improve their teaching. A start has been made on giving staff more formal opportunities to observe each other and learn from each other's strengths. However, there is scope to develop this even further to enable specific features of expertise to be disseminated more systematically. Reflective practice is ongoing and demonstrates a very good understanding of the nursery's strengths and areas for development.

## Setting details

<b>Unique reference number</b>	EY272351
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	860823
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	43
<b>Name of provider</b>	South Tyneside Metropolitan Borough Council
<b>Date of previous inspection</b>	5 April 2011
<b>Telephone number</b>	0191 420 7657

Stanley's at All Saints was registered in 2003. The nursery employs nine members of childcare staff. Of these, one holds an early years qualification at level 7; three hold early years qualifications at level 6, one at level 4, and three hold early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 8.30am until 11.30am and from 12.30pm to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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