

# Stainsby Neighbourhood Nursery

Inspection report for early years provision

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**Unique reference number**

EY272716

**Inspection date**

05/01/2011

**Inspector**

Elaine McDonnell

**Setting address**

Stainsby Road, Middlesbrough, Cleveland, TS5 4JS

**Telephone number**

01642 354302

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Stainsby Neighbourhood Nursery has been registered since February 2004 and is owned by Middlesbrough Borough Council. It operates from a fully refurbished section of Whinney Banks Primary School in Middlesbrough, and serves both the local and wider community.

Children are cared for in four main play rooms, in three groups of similar age and ability. They share access to an exceptional outdoor play area with many interesting and stimulating features. The nursery has excellent links with the local primary school. The nursery currently operates each weekday between the hours of 7.45am and 6pm. It is open all year round, with the exception of public holidays and a week between Christmas and New Year. Out of school care is also provided for children attending the school or school nursery. Care may be provided to up to 60 children aged under eight years, with no more than 13 being under two years at any one time. The nursery will also provide out of school care for children aged over eight years if requested. There are currently 67 children on roll aged between 10 months and seven years, 61 of these are in the early years age range. The nursery is registered on the Early Years Register and is also included on the compulsory part of the Childcare Register.

The nursery is part of a children's centre and other services offered include training courses for parents, a toy library, playgroup network and an educational resource centre. The nursery is in receipt of funding for free early education for three- and four-year-olds, plus a different government funding scheme for some two-year-olds. Children with some special educational needs and disabilities, plus a small number who speak English as an additional language, are supported by the nursery. There are 15 members of staff, including the nursery manager, employed to work with the children. Two members of staff are currently on maternity leave and half work on a part-time basis. All members of staff have appropriate early years qualifications ranging from National Vocational Qualifications at Level 3 to Foundation Degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is effective in meeting the needs of children in the early years age group and they are making good progress in their learning and development. Inclusion is generally well promoted and the setting works extremely well in partnership with other providers and professionals to ensure that children's individual needs are effectively met. There is an excellent and consistent system of self-evaluation in place which ensures the continuous improvement of the provision. Staff work well as a strong team and the key person system works very effectively, resulting in all children receiving good support and attention. The exceptional outdoor play area is another particular strength of the setting and children thoroughly enjoy their time outdoors.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that the social and emotional needs of all children are consistently met, for example, by promoting inclusion during lunch time routines.

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

Children are well safeguarded. Comprehensive procedures are in place and staff demonstrate a good knowledge and understanding of safeguarding issues, including how to put procedures into practice. Thorough and robust recruitment, vetting and induction procedures are implemented to ensure that all persons having access to children are suitable. Staff have good access to ongoing training and development and have attended many different courses since the previous inspection. Comprehensive and effective risk assessments are conducted and recorded, along with daily safety checks to ensure that resources, premises and outdoor play area remain safe and suitable for children.

The nursery has an excellent system in place for evaluating strengths and areas for development, and staff, parents and children are fully included in the system. Very good progress has been made since the previous inspection and all recommendations have been fully addressed, resulting in a wider range of play and learning experiences for children. The very effective self evaluation process and well targeted action plans also promote the continuous progress and development of the provision.

Children are cared for in a very warm, welcoming and stimulating indoor and outdoor environment. The deployment of resources is excellent and children have easy access to a rich and varied range of activities and play materials that promote development in all areas of learning. For example, they have opportunities for growing different plants in the garden. Independence is well promoted as children confidently choose their own resources both indoors and outdoors.

Equality and diversity are consistently and effectively promoted. Staff demonstrate a very good knowledge and understanding of the children in their care, particularly in the baby room, where any new development is quickly recognised. Comprehensive information is obtained from parents about each child's interests, capabilities, routines and preferences and this is effectively used as a basis for their individual care.

The nursery also works extremely well with other providers and professionals to ensure that children's individual needs, including any special educational needs, are effectively assessed and met. The nursery has established strong links with the local school and hold regular meetings with the school nursery teacher to support children's transition and learning. Some children have their lunch in the school

dining area, which also assists their transition to school. However, not all children are effectively included in this routine, resulting in some not being able to have lunch with either their day nursery or school nursery peers.

The nursery works extremely well in partnership with parents and carers. They are kept fully informed of their child's development and progress through regular discussions, parents evenings and easy access to their child's 'learning journey' files. The nursery also seeks parents views and comments about the provision on a regular basis through informal discussions and more formal questionnaires, which are then included in action plans where necessary. Parents and other family members are encouraged to be involved in children's learning in meaningful ways, such as grandparents helping with gardening activities.

## **The quality and standards of the early years provision and outcomes for children**

Children are well supported in the setting through an effective key person system. The quality of activity planning for individual children is good and staff constantly take children's interests into account when planning activities and learning. They regularly observe children and effectively use the information to promote further development. As a result, children are making good progress towards the early learning goals. They have a positive attitude towards learning and show excitement to participate in activities, particularly outdoor play. Children are well behaved and staff demonstrate good behaviour management strategies and knowledge.

Most children present themselves as feeling safe and secure in the nursery. A small number of children who need extra support to settle back in after a Christmas break are given lots of cuddles and attention from understanding and sensitive key persons. Children are helped to learn about keeping themselves safe through activities and routines. For example, they participate in regular fire drills and learn about other safety aspects with input from some parents, such as, safety relating to roads, ponds and barbeques. Staff have high expectations of children and consistently support their communication skills by asking relevant questions to promote thinking and language.

Children are encouraged to adopt healthy lifestyles. They receive healthy and nutritious meals, snacks and drinks throughout the day and eating times are observed to be enjoyable occasions, and very sociable opportunities for the majority of children. Children's health is also promoted through the implementation of good policies and procedures, such as health, illness, accident and hygiene procedures.

Children have excellent opportunities for developing their knowledge and understanding of the world. They have good access to a range of electronic and programmable equipment, such as, a computer, voice recording and listening items and interactive toys for babies. They learn about different cultures, beliefs and celebrations, as well as actively learning about their own local community through taking walks and photographs in the neighbourhood around the nursery.

Opportunities for children to be creative are also varied and they enjoy investigating items, such as, soil, pine cones, water and play dough. Babies spontaneously start to pull-up their sleeves when they see staff preparing a creative activity with spaghetti. Children's large and small physical skills are well promoted. They confidently fill water containers and transport and pour water in different sections of the outdoor play area. Babies have easy access to some items which promote their walking skills, such as push along toys.

Children in all age groups show a good interest in books. Babies start to join in with stories by repeating key words after staff. Toddlers stop what they are doing to go to the reading area when they notice staff reading books and pre-school children know the difference between story and information books. Children also show an interest in numbers. They participate in number songs and rhymes and pre-school children use large measuring sticks outdoors to measure the width of the climbing frame steps. Children enjoy positive relationships with staff and peers in the nursery and confidently talk about aspects of their home life, such as, what they have been buying and what Santa brought them for Christmas.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met