

# Stanley's at Marine Park

Marine Park Jmi School, Hatfield Square, SOUTH SHIELDS, Tyne and Wear, NE33 2RD

## Inspection date

18/02/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

## The quality and standards of the early years provision

### This provision is good

- Teaching is good. At its best it is enthusiastic, imaginative and a key factor which contributes to children's very good progress.
- Children who speak English as an additional language make very good progress. This is because of the strong focus placed on developing language in the nursery, and the use of children's home language promoted through dual speaking staff.
- Staff are patient, kind and very caring. Consequently, children are happy and confident, showing good levels of self-esteem.
- Partnership with parents is strong. Innovative initiatives are used by the nursery to support and engage parents. This has a very positive impact on children's learning and readiness for school.
- The management team and staff are highly motivated to ensure that children receive the very best care and learning opportunities at all times. They strive to maintain continuous improvements, and actively involve staff and other professionals to develop and progress towards excellence within the nursery.

### It is not yet outstanding because

- Very occasionally staff miss opportunities to encourage older children to further practise their early writing skills.
- The structured routines around snack time occasionally interrupt older children's interests and flow of play.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the senior nursery officer, staff and children throughout the inspection.
- The inspector took account of parents' views, through discussion and feedback from questionnaires, as well as information gained from the nursery's action plan.
- The inspector carried out a joint observation with the senior nursery officer.

## Inspector

Janet Fairhurst

## Full report

### Information about the setting

Stanley's at Marine Park Nursery was re-registered in 2013 on the Early Years Register. It is managed by the local authority and operates from purpose-built premises situated in the grounds of the Marine Park Primary School. Children have access to an enclosed outdoor play area.

The nursery employs nine members of childcare staff. All hold appropriate early years qualifications from level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm for 48 weeks of the year. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs.

### What the setting needs to do to improve further

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

- make the most of all opportunities to encourage older children to write for a purpose to fully support their emerging skills in writing even more effectively
- review the arrangements for snack time to allow a more flexible approach so as not to interrupt older children's flow of play.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy attending the nursery and have a positive attitude to learning. Staff use their good knowledge of the Early Years Foundation Stage to plan and provide a wide range of stimulating activities and experiences across all areas of learning. All children make good progress because staff obtain information about their starting points, observe them closely and assess and plan carefully to meet their individual needs. Precise observations and assessments of children's progress ensure all aspects of individual needs are met, and the evidence gathered is used effectively to plan children's next steps. Children's achievements are tracked well to ensure that there are no gaps in learning and additional support is offered when progress is less than expected. This means that children who have special educational needs, and those who speak English as an additional language thrive and confidently participate in the learning experiences. Consequently all children are progressing well and are developing good skills for their

future learning, such as moving on to nursery and school. Parents become involved in their children's learning and are supported well to continue this at home, for example, by sharing resources and home observations. Formal meetings take place with parents and key persons to discuss children's progress. Regular reports and the required progress check when children reach the age of two, include the knowledge parent's share of their children's achievements. Therefore, children benefit from the consistency of this shared approach.

Children's communication skills are given priority as staff support their language development through explanations given during every day routines and activities. They regularly ask questions which encourage children to problem solve and respond to additional challenges. Children who speak English as an additional language benefit from the very good support provided by all staff, especially those that speak dual languages. Close working partnerships with parents enable them to be closely included as they provide the nursery with words and phrases in the child's own language. Individual support for children, and opportunities for them to learn as part of a group, are effectively organised by staff. Staff become actively involved in children's play as they model language and extend children's vocabulary by introducing new words. They instigate conversations with children about their own experiences and encourage them to talk about their opinions and what they enjoy. Staff use a wide variety of stimulating methods to engage children. For example, to encourage children to make marks they provide interesting first-hand experiences, such as the opportunity to wash a real car. Here staff draw children's attention to the patterns that are made as they wash the dirt off the cars. Indoors children see how staff form letters as they write their names on their artwork. This helps children to understand that writing can have a purpose. However, staff do not take full advantage of all learning opportunities, such as encouraging older children to write their own name, to fully promote their early writing skills.

Teaching of mathematical skills is fostered well. Staff provide children with time, space and encouragement to discover and use new words and mathematical ideas, concepts and language. For example, as a child plays with the remote controlled car staff provide a commentary, such as 'look it's going forward', 'now it's going backwards'. This helps children to link the word with the action. Children think critically, using numbers for counting and problem solving, and increasingly they accurately compare and match items according to type, colour, shape and size. For example, one child sorted the blocks so he was able to build his tower using only the yellow blocks. Children move freely between indoors and outdoors as they take ownership of their own learning, and show enthusiasm to explore and investigate all the exciting things on offer. Staff know when to intervene and when to let children follow their own lines of enquiry and this helps them to develop very good independent learning skills. For example, one child decides to use the hose pipe and adds his own resources, such as a bucket. Staff extend his play by offering additional resources, such as a length of drain pipe. The child is absorbed as he watches the water fill the bucket and flow down the pipe. All children use a range of art and craft materials to foster their skills in expressive art and design. Children make the most of role-play areas; they act out real and imagined experiences. For example, they prepare food and drinks for one another and dress and feed the dolls. Themes and activities introducing children to other ways of life and different cultures encourage them to respect diversity and recognise themselves and their families as being unique. Children make very good use of the

thoughtfully organised outdoor play area. Here they enjoy a wide range of activities while benefiting from the fresh air, including wheeled toys, balancing on tyres, craft activities, playing with water, and digging in the sand and mud kitchen.

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

Children are happy and settled because transitions into the nursery are managed well. The flexible settling in arrangements is tailored to suit children's needs and enable staff, parents and children to get to know each other well. Every child has a key person who gathers valuable information from parents; this means the nursery has a good understanding of children's individual needs and how to meet them. As a result, children make secure attachments with their key person. There are also other key staff working in rooms that can take over the role of the key person during any absences. This provides security and stability for children and helps give them a sense of belonging when they see familiar staff. The staff put a high priority on encouraging independence and individual responsibility. They make resources accessible to children so they are able to make decisions about appropriate equipment to use, or what area of the nursery indoors or outdoors that they want to experience. The nursery has established close links with local primary schools to help prepare and support children for the transition into full-time education.

Children have plenty of space to play and rest, both indoors and outdoors. The nursery is warm and welcoming, and noticeboards around the premises provide a wealth of useful information for parents. The routine of the day is generally well organised, however, as all children are required to stop and sit down for snack time this unnecessarily interrupts their flow of play. Children are very confident when exploring the environment and play a full and active role in their own learning with staff providing good level of support. They freely express their feelings, asking for help when they need it and willingly sharing with others. Children behave well because staff provide them with good role models to follow and use a range of positive strategies to manage their behaviour. Their good behaviour, effort and achievement is promptly acknowledged and rewarded and this positively raises children's self-esteem.

Children develop positive attitudes towards a healthy lifestyle. They engage in regular physical exercise and experience daily outdoor play. Consequently, children receive plenty of fresh air and develop physical skills and confidence. Children know why and when they need to wash their hands as staff promote hygiene through discussion and provide children with good role models to follow. They show good independence skills as they put on their coats and wellingtons before going outside. Food provided for the children is healthy and nutritious. Meal times are social events and thoughtfully used by staff to promote children's language skills, table manners and awareness of healthy eating. Staff frequently talk about the benefits of healthy eating. Therefore, young children's awareness of healthy choices is reinforced to help them appreciate the importance of eating healthily. Staff are aware of all of the dietary restrictions and preferences of the children attending and successfully cater for children with varying needs. Children learn to keep themselves safe in a range of situations. This was demonstrated in the way children moved safely

around the nursery space, inside and outside, with care. Children going out of the nursery building to wash a car were helped to understand what they needed to do to make sure they were safe. This helps children to understand the potential dangers and promotes their awareness of how to keep themselves safe.

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

The management team have a very good understanding of their responsibility to ensure that the nursery meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff demonstrate a very secure knowledge of child protection procedures and are clear with regards to their individual and collective roles and responsibilities. Robust recruitment and vetting systems are completed to ensure that staff are suitable to work with children. Regular and thorough risk assessments are carried out by staff. Safety checks are robust and any potential hazards are effectively identified and swiftly addressed. All visitors to the premises have their identification checked and they sign the visitor's book. Consequently, children are very effectively safeguarded. The deployment of staff is good with a good ratio of adults to children, which means that children are well supervised and the support they need is provided.

Staff work very well as a team and they share a good understanding of how very young children learn. This results in them planning and presenting children with a range of exciting and interesting activities based on their good knowledge of the early learning goals. The performance management of staff is good. There is a comprehensive staff induction and training programme in place which is a combination of in-house and external training and development opportunities. There are effective procedures in place to monitor the quality of teaching and learning at the nursery. Staff have frequent, planned supervision and performance management meetings. These meetings are carried out by senior nursery officer and involve discussions about observations of practice and scrutiny of individual children's learning and development records to ensure that all children are making good progress.

The nursery works well with parents and helps them to become more actively involved in the development of their children through play. The nursery achieves this through innovative initiatives, such as the 'basket of opportunities', and the 'school readiness' groups. Here staff work with parents and children demonstrating how resources can be used to help their child learn, as well as helping them to understand the benefits of play and stimulation. This approach has had a positive impact on children's personal, social and emotional development, as well as their communication and language development. Parents' views are valued and sought through ongoing discussions and the use of questionnaires. It is clear from their responses that they fully appreciate what the nursery achieves for their children, the safe environment and the 'extremely supportive staff'. Partnerships with other professionals are very good. This includes local authority specialist staff; children centre staff and health professionals. These partnerships support children to

make to the best possible progress in their all-round development and ensure that additional support required for children is in place. Strong leadership and management results in a very positive, focused atmosphere where all staff are committed to improving outcomes for children. Their action plans show well targeted plans for the future of the nursery. Professional development is actively encouraged and staff have attended a wide variety of training courses to enhance their knowledge and practice. For example, the majority of staff have undertaken food safety, safeguarding and first-aid training. As a result, staff are better informed to promote children's welfare and safety.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY467313
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	934991
<b>Type of provision</b>	Full-time provision
<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>	33
<b>Name of provider</b>	South Tyneside Metropolitan Borough Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01914555357

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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