

# Stanley's at Whitburn & Marsden

Whitburn and Marsden Childrens Centre, Whitburn Village Primary School, Cleadon Lane, SUNDERLAND, SR6 7NS

<b>Inspection date</b>	19/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 because staff provide a range of stimulating activities, resources and equipment in both the indoor and outdoor areas that support the children's interests. As a result, children make good progress in relation to their starting points.
- Children receive very good levels of care from staff who have a lovely rapport with them. This results in children who are secure, happy and confident to express themselves.
- Children's behaviour and understanding of safety is supported well. They make good friends, learn how to take turns and share resources in this warm, caring and safe environment.
- Effective partnerships with parents and other professionals promote a collaborative approach towards ensuring that all children achieve to their full potential, behaviour is managed consistently and children with special educational needs and/or disabilities are supported well.
- Safeguarding procedures are strong. This ensures that children's welfare is protected and children are kept safe from harm.

### It is not yet outstanding because

- There are occasions when some staff miss opportunities to extend children's learning, such as showing them how to use scissors correctly.

## 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 in the playroom and outside area.  
The inspector met with the manager, carried out a joint observation with the supervisor and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

## Inspector

Lynne Pope

## Full report

### Information about the setting

Stanley's at Whitburn and Marsden was registered in 2013 on the Early Years Register. It is situated in purpose-built premises in the grounds of Whitburn Primary School in Whitburn, South Tyneside, and is managed by the local authority. The setting serves the local area and is accessible to all children. It operates from one playroom and there is an enclosed area available for outdoor play. The setting employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time. Sessions are from 8.45am until 11.45am. Children attend for a variety of sessions. There are currently eight children attending who are in the early years age group. The setting provides funded early education for two-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- enhance children's progress even further by ensuring that all opportunities to extend children's learning are maximised, such as showing them how to use scissors correctly.

## Inspection judgements

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

Children's enthusiasm for learning and the levels to which they succeed is enhanced by staff who have a good understanding of the Statutory framework for the Early Years Foundation Stage and a secure understanding of how children learn. The indoor environment is well organised into areas of continuous provision, linked to the seven areas of learning. There is a clear system to evidence, monitor and track children's learning through effective and accurate observations and assessments. This means that key persons have a clear knowledge and understanding of children's individual learning needs. This information is then used to inform the planning of a broad and balanced range of individual and group activities to precisely match children's specific learning needs. As a result, children demonstrate the characteristics of effective learners and make good progress. Support for children with special educational needs and/or disabilities is highly effective. Excellent teaching strategies are employed to meet children's specific needs and to promote their all-round development. For example, staff work closely with support workers, ensuring that they both use the same methods for children's development.

Teaching is good because staff are fully involved in children's play and they provide good levels of support. They focus strongly on supporting children's personal, social and emotional development. This works particularly well for children who need lots of reassurance from a familiar person and enables them to explore the resources

independently. Staff encourage children's creative abilities as they provide ready mixed paints, glue, different types of paper and scissors for children to explore. Some children are very competent at using the scissors to make snips in the paper as they learn how to use these tools. However, staff sometimes miss opportunities to extend children's learning when they do not hold the scissors effectively to make the cuts, so that they learn effectively how to do what they are trying to do. Staff focus strongly on children's communication and language skills. They support children in learning how to correctly pronounce words. For example, they repeat words that children say, such as when children name the colours they are using to paint with or when they say what fruit they would like for snack. Staff intuitively 'tune in' to the individual sounds, facial expressions and gestures that some less-able children use to communicate and show their understanding as they talk to them. For example, they understand when children attempt to say their painting is for nana. Staff make song time an interesting and stimulating activity by providing props that support the characters in the song. For example, children are eager to choose from a basket and show they have favourites as they select a spider. Everyone joins in by singing together and attempting to do the actions to Incy Wincey Spider. Staff successfully teach children about the correct sequence for numbers. When children choose a fish from the basket they sing a song that involves them counting up to 10. Children, therefore, are ready for nursery school when the time comes because they have a wide range of skills to support their future education, as well as a very positive attitude towards learning.

Parents are warmly welcomed into the setting by the approachable staff. Really strong relationships have been developed that engage them in their children's development and learning in the setting and at home. Parents receive lots of verbal feedback daily and have access to their children's learning journal at any time. Staff encourage parents to record their children's current interests on the noticeboard and use this information to plan for individual children's needs and interests.

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

Staff are assigned as a key person for each child and there is a buddy assigned who takes over in their absence. This effectively supports children's emotional welfare, and key persons show strong knowledge of each child, their routines and their preferences. They gather good information from parents about their child's needs. They carry out a home visit prior to children starting at the setting, so staff can see children in their own familiar surroundings. At this visit parents complete an 'all about me' form to enable staff to get to know the children better and staff use this information to plan the next stage in children's learning when they start to attend. Settling-in is tailored to meet individual children's needs. As a result, children gain in confidence due to this sensitive settling time period. They show that they feel safe and secure as they start to happily separate from their parents and carers. Children are supported well as staff help them learn how to manage their own behaviour and become tolerant of others, for example, sharing and waiting their turn. Staff use distraction methods well with children to encourage their good behaviour. For example, at snack time they involve children in helping to provide each child with a plate and cup and then to clear them away to the sink when they have finished. Staff take every opportunity to encourage children's independence skills. For example, children bring

a shelf to staff to put across the water tray. Staff encourage children to try to put it on themselves, and give a little help, encouragement and eventually praise when children are successful. Staff teach children how to keep themselves safe during everyday routines. For example, if they spill some sand on the floor they encourage children to help sweep it up so they do not slip on it.

Staff provide a good learning environment for children covering all areas of learning. The playroom is warm and inviting. Children easily access resources and equipment as they are stored within easy reach at a low level, which promotes their independence and ability to choose. Resources are interesting and stimulating and provide children with lots of opportunities to explore and investigate. For example, staff provide natural resources, such as various sizes of cut up cardboard tubes and bubble wrap for children to use in their imaginative play. Physical development is positively promoted as children's active play is effectively encouraged. They access the large outdoor area each session where they develop their physical skills as they push themselves around on bicycles. They practise their balancing skills as staff encourage them through effective questioning. For example, they ask children which way they can walk on the ramp. Children respond by trying sideways. Children's good health is promoted really well through sensible routines and a commitment to a healthy lifestyle. Staff teach children about different fruits at snack time as they involve them in discussions about what fruit they would like and which ones are everyone's favourites. Children make their own choices as the plate is passed around and staff start to teach them self-care skills as they help them pour themselves a drink of water or milk. Children start to manage a variety of aspects of personal hygiene appropriate to their age and stage of development. For example, more able children know when they need to use the bathroom and access it independently.

Staff understand their role and responsibilities in managing a smooth transition to other settings when the time comes, such as nursery and school. They plan to initiate contact and arrange for teachers to visit the setting and will pass on learning and development information when the time comes to aid teachers to know about children.

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

The setting is led by a dynamic and enthusiastic management team who are genuinely passionate about providing high quality care and education for children. Staff are well qualified and understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. They are vigilant regarding child safety and are proactive to minimise potential hazards, enabling children to explore safely and freely. Daily risk assessments are carried out for the areas that children access, ensuring the environment is safe for children. There are robust recruitment and induction procedures, and clearly written policies and procedures are well implemented, to support children's safety and welfare. New staff benefit from an induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the setting. Staffs' ongoing suitability is effectively monitored to ensure they remain suitable for their role. They have supervision and employer performance management sessions with senior staff, where targets are set for their performance. The supervisor works alongside staff

and children, which means she can observe staff practice and give guidance where needed. Training is chosen so that it has a positive impact on the quality of the provision with core courses, such as safeguarding, being part of the induction for new staff.

The management team ensures that ratios are well maintained at all times, effectively supporting the safety and security of all children. Self-evaluation is a real strength of the provision and is very evident in the short time that they have been open. Staff have identified areas for future improvement, such as the garden. They plan to have open access and have started to introduce new resources to give more variety outside. For example, children accessed a sand tray in the garden with wet sand. They were all eager to investigate the sand and staff asked questions, such as 'how does it feel?'. Children were intrigued that it stuck to their hands. Parental views about the setting are sought through discussions and a questionnaire was sent out last week. Staff state that any suggestions for improvement will be added to the self-evaluation and addressed. This shows that the setting is able to continuously improve what they offer and, consequently, improve the care and learning for the children. Good processes are in place to monitor children's overall progress in their learning and development. A baseline assessment is completed soon after children start in the setting. This gives staff a starting point and means they plan effectively to meet children's needs. A tracking sheet is updated frequently that clearly shows the progress that children make and helps staff to identify if there are any delays or gaps in children's learning that can be quickly addressed.

Partnership working with other agencies ensures that children's needs are fully identified and met. The siting of the setting within the local authority cluster of children's centres means that referral and partnership with other services are well facilitated in order to support children's development and learning. Very positive and trusting partnerships are established with parents. Comments received during the inspection are very positive. Parents state that they are kept well informed about their child's day through discussions with staff. They know what to do should they have any concerns about what happens in the setting and are full of praise for the way their children have settled and are developing.

## 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>	EY472358
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	948521
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	8
<b>Number of children on roll</b>	8
<b>Name of provider</b>	South Tyneside Metropolitan Borough Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01915294819

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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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