

Stanley's at Jarrow

Jarrow Children's centre, Staple Road, JARROW, Tyne and Wear, NE32 3QL

Inspection date

20/05/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- The outdoor area is not secure; as a result, children can leave the premises independently and adults can enter the outdoor area unsupervised. This means children are not safeguarded.
- Children are not fully supported to develop their independence skills at snack time because the utensils they use are very big and this makes them heavy and, therefore, it is difficult for them to lift and manoeuvre without adult support.
- Occasionally, adults answer their own questions, this does not give very young children sufficient time to listen and process information before they are able to form a response. As a result, opportunities for children to develop their communication and language skills are not fully maximised.

It has the following strengths

- Staff are warm and friendly, they are developing secure relationships with the children. As a result, children babble happily to staff and confidently seek their help and support.
- Strong partnerships with parents are developing well in the short time that the nursery has been open. Staff and parents share information and this is used successfully to promote children's learning.

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 spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector observed the interactions between staff and children as they played and explored both indoors and outdoors.
- The inspector looked at a range of documents including children's learning journals, planning and monitoring information.
- The inspector carried out a joint observation with the senior nursery practitioner.
- The inspector checked evidence of suitability, qualifications and safer recruitment procedures for staff.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Pamela Nield

Full report

Information about the setting

The Stanley's at Jarrow nursery was registered in 2014 and is on the Early Years Register. It is situated in purpose built premises in the Jarrow area and is managed by South Tyneside Council. The nursery serves the local area and provides funded early education for two-year-old children. All children have access to an enclosed area for outdoor play. The nursery employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday term time only. Sessions are from 1pm until 4pm and children attend for 15 hours per week. There are currently eight children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the gate in the outdoor area is secure to prevent children leaving the nursery premises independently and to eliminate the risk of unauthorised adults being able to enter the premises.

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

- enhance the existing opportunities for children to develop their independence skills at snack time further by providing them with smaller utensils which they can use independently
- enrich the existing good opportunities for children to develop their communication and language skills further, for example, by giving children time to process information before they respond.

Inspection judgements

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

Staff are knowledgeable and have good understanding of the learning and development requirements of the Early Years Foundation Stage. They also have a good understanding of child development and know how best to support young children's learning. Consequently, the nursery environment is well planned and resourced. The activities on offer are directed towards children developing their thinking and investigative skills so they become active and motivated learners. Staff use good teaching strategies to engage children's interest. For example, a child paints on an easel outside. She makes wide strokes then paints her hand and makes handprints. She is fascinated at the handprints

and squeals with delight. This raises the curiosity of others and they approach and lots of hand painting and printing follows for both staff and children. The member of staff talks to the children about the paint and the feel of it on her hands. She helps the children to extend their vocabulary by talking about the sticky texture, temperature and colour of the paint. The children respond by squeezing their hands and fingers and exploring the paint. They are having fun and giggle happily, showing each other their red hands. The staff team have implemented a very effective system to ensure children are supported to make progress. They consistently reflect on what their observations and assessments are telling them using this information successfully to plan appropriately for children's next steps. Planning across the seven areas of learning is good and links directly to the next steps identified in children's learning journals. Staff carry out home visits to meet with parents and children in their own home before children start in the nursery. This helps to establish a close working relationship between the staff, parents and children. At this visit, an 'All about me' form is completed. This gathers information from parents about their children's care, learning needs and interests. This information is used very effectively by staff to inform care routines and starting points for planning. Staff continuously observe children's play, which helps them to effectively plan activities relevant to individual children's needs and interests. For example, staff observe a child's natural drive to extend his physical skills. In order to support his interest, they provide an obstacle course with milk crates. This provides opportunities for him to climb, balance, jump and extend his skills further. The progress check at age two is fully understood by staff. They use information from parents to ensure they have a full picture of what each child can do. They successfully report on how each child is progressing and share this information with parents. Staff routinely track all children's progress and record their achievements. This shows that all children are making good progress given their starting points and capabilities. Consequently, they are being well prepared for the next stage in their learning.

Children are happy and have fun in the nursery. They play with a wide range of wooden cars and trucks and make ramps using small planks. They roll the cars and trucks down the ramps, taking turns and playing happily alongside each other. Staff support and extend their play further by talking to children about what they are doing and asking questions. They effectively introduce numbers to the children as they play by counting 'one, two, three!' before the children let go of the cars. The repetitive nature of this soon encourages the children to join in. Photographs of the children playing in the nursery are displayed very effectively at child height throughout the nursery. The children are becoming aware of being in a group as they point at their friends in the photographs and say their names. They are beginning to babble about what they can see and what they can remember. As a result, children are being supported to revisit, think and talk about experiences and events. This is an imaginative and effective way to support children to develop their thinking, communication and language skills. Children sing songs when they arrive at the nursery, they sing the 'welcome song' together and traditional nursery rhymes are being introduced. Consequently, communication and language is generally well supported by the staff. However, children's opportunities to develop their communication and language skills even further can occasionally be limited by staff. They occasionally answer their own questions before children have had time to respond themselves. For example, at snack time a member of staff asks the children 'What fruit are we having today? It's a banana!' This does not give children sufficient time to process the information in the question, think and then formulate a response. Children have good opportunities to

develop their physical skills. For example, fine motor skills are developed as they paint, cut their fruit, and fill and empty various containers. Outdoors, children learn how to negotiate space by controlling wheeled vehicles and pushing buggies around.

The nursery staff are building very good relationships with parents, and are committed to involving parents in their child's learning. Parents are very well informed of the progress their child is making and how they can further support their child's learning at home. For example, staff have developed 'Baskets of Opportunities', a home learning scheme. Parents are invited into the nursery to learn about how they can help their children to develop their learning at home. After these sessions parents are able to take home some of the resources to use with their child. This is ensuring that staff and parents are working closely together to support children to make progress.

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

Secure, warm relationships are evident between staff and children. The key-person system is implemented effectively. Children approach their key person for help and comfort which they receive in abundance. Parents are aware of who their child's key person is and approach them at home time to discuss their child's day. The settling-in process is flexible and focuses upon the needs of the child and family. As a result, children settle quickly and parents are confident that their children are happy. Therefore, children are emotionally secure. However, children have a false sense of security because they are not fully protected from harm while using the outdoor area of the nursery. The opening mechanism for the gate is at child height. In addition, there are only two members of staff present to supervise children as they move between the indoor and outdoor environment. As a result, the security of the premises does not ensure that children cannot leave the premises independently. Furthermore, the gate can be easily opened from the outside. This means that unauthorised adults are able to enter the premises without staff knowledge. Consequently, risks are not being minimised and children are not adequately safeguarded.

Staff are very good, calm role models who praise children constantly for their good behaviour. As a result, behaviour is generally good. Occasional, conflict arises as the very young children are learning to be together, cooperate and share with each other. These occasions are handled extremely sensitively by staff. They gently explain what is not acceptable, then attention is expertly directed to the impact of any unkindness upon others. As a result, children are learning to develop empathy for their peers while learning to understand about boundaries and acceptable behaviour. Children are being supported to learn about the routine flow of the session. They respond readily to staff's request to get ready for snack time by coming happily into the nursery to wash their hands. This gives them a sense of belonging and emotional well-being.

Staff have attended paediatric first-aid training and robust procedures are implemented effectively. This ensures that minor illnesses and injuries are dealt with appropriately and children are cared for if they are sick. Staff support children to develop a range of skills, which help to promote their understanding of personal hygiene and self-care. For example, they talk to children about why it is important for them to wash their hands

before eating. Children are encouraged to feed themselves and help to prepare the snack by being involved in washing fruit and cutting it up. However, the jug and beakers used at snack time are very large and when full, are heavy and cumbersome for the young children. Consequently, although children are encouraged to serve themselves, in reality, they are not able to lift the heavy jug and manipulate it over the tall beaker to pour without adult support. This limits their opportunities to develop their independence. Snack time is a sociable occasion where children and staff sit together. They support children and encourage conversation. This provides children with the opportunity to chat together and, as a result, they become confident communicators. The children have free flow access to the outdoor area and, as a result, are supported to make independent choices about their learning. Being given choices allows children to develop their thinking and planning skills. There is a good range of open-ended resources available to support children to develop their imagination and curiosity. The children obviously enjoy being outside. Weatherproof clothing is provided to allow them to experience a range of weather conditions. This helps children to successfully develop an understanding of the weather, seasons and learn about the world they live in.

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

The manager has not taken sufficient action to ensure that children are safeguarded while at the nursery because the outdoor area is not secure. This is a breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children are able to leave the premises independently and unauthorised adults are able to access the nursery. Action to remove or minimise this risk has not been prioritised and, as a result, children are not being effectively safeguarded. The manager has implemented a range of policies and procedures in relation to the safeguarding and welfare requirements. For example, staff have attended child protection training and are able to identify the signs and symptoms of abuse. They are very clear about what they need to do if they have a concern about a child in their care. The manager has attended safer recruitment training and has used her knowledge to recruit staff. Background checks are completed; staff hold appropriate qualifications and induction arrangements are robust. As a result, staff understand their roles and responsibilities. Daily checks are carried out by staff. Visitors sign in and their identity checked before they enter the nursery and a record of children's attendance is kept. These measures contribute to children's well-being.

Teaching and learning is a high priority of the manager. She has a good level of understanding with regard to the learning and development requirements of the Early Years Foundation Stage. The educational programmes are monitored effectively and children have access to interesting learning opportunities that cover the seven areas of learning. There is an effective system in place to assess what children know and can do. This shows that children are making good progress from their starting points. Training opportunities for staff are well planned and they have access to statutory training, such as child protection, food handling and paediatric first aid. They meet regularly as a team to discuss aspects of the nursery, the educational programmes, share ideas, reflect on and evaluate their own practice. The aim is to promote consistency in their approach and

ongoing improvements. However, these meetings have not successfully enabled the staff team to address the safety breach with the gate.

The nursery is managed through and located in the children's centre and there are effective partnerships in place with professionals working there. This contributes to the success of the strong relationships staff have with parents. The nursery is a local authority nursery and maintains strong links with the advisory team. They offer advice and support with regard to teaching and learning. Parents spoken to on the day of inspection are happy with the nursery. They value the service that is offered. One parent described how her child's 'speaking is really coming on' and how he 'loves coming to nursery'.

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

Unique reference number	EY472497
Local authority	South Tyneside
Inspection number	948848
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	8
Name of provider	South Tyneside Metropolitan Borough Council
Date of previous inspection	not applicable
Telephone number	0191 4836630

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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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