

Stanley's at Jarrow

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

Inspection date	04/11/2014
Previous inspection date	20/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The quality of teaching is good as staff provide children with a wide variety of challenging and stimulating activities. As a result, children make good progress in all areas of their learning and development.
- Staff create a warm, friendly and welcoming environment, which helps children to form secure attachments and develop positive relationships. This promotes children's emotional well-being as they show confidence in their surroundings.
- Effective strategies are in place to ensure parents are actively involved and engaged in their children's learning and development. This promotes a collaborative approach to meet the individual needs of children.
- Staff have a good knowledge and understanding of the safeguarding and welfare requirements. Detailed policies and procedures are successfully implemented to ensure a safe and secure environment for children.
- The management team have detailed development plans in place to support children's achievements over time and improve the quality of the practice within the nursery.

It is not yet outstanding because

- Children have fewer opportunities to access activities and resources to extend their awareness and understanding of culture, diversity and equality.
- Partnerships with local schools have not been fully developed to establish an effective method for sharing information and to support children's future moves.

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 viewed all areas accessed by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery.
- The inspector carried out an interview with the manager and provider and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Stanley's at Jarrow was registered in 2014 on the Early Years Register. It is managed by South Tyneside Council. The nursery operates from a playroom within Jarrow Children's Centre. The nursery serves the local area and receives funding for the provision of early education for two-year-old children. There is access to an enclosed outdoor play area. The setting employs two members of childcare staff. Of whom, both hold appropriate early years qualifications at level 3. The nursery receives support from the local authority. The nursery opens Monday to Friday, from 1pm until 4pm, during term time. Children attend for 15 hours per week. There are currently four children on roll, all of whom are in the early years age group. The nursery 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:

- extend the range of activities and resources for children to further support their awareness and understanding of culture, diversity and equality
- strengthen partnerships with local schools to establish an effective method for sharing information and to support children's future moves onto the next stage in their learning.

Inspection judgements

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

The quality of teaching is good as staff follow and extend children's individual needs and interests. They have a good understanding of the learning and development requirements and use this knowledge to plan a balance of adult-led and child-initiated activities. Children are provided with a wide variety of challenging and stimulating experiences to cover all seven areas of learning. This means that children are active learners as they are consistently engaged and motivated in their play. For example, children show excitement and curiosity as they explore coloured sequins and shiny items during a water play activity. Staff have high expectations of children as they complete regular observations and assessments to recognise their achievements and identify their next steps in learning. In addition to these, photographs of children participating in activities are gathered in learning journey records. These are stored at low-level height within the nursery to enable children to access their individual book. This ensures that children have a sense of self and belonging. Thorough systems are in place for tracking children's ongoing progress, which ensures that those, who are at risk of falling below their expected levels of development, are identified and receive appropriate intervention. As a result, all children, including those

with special educational needs and/or disabilities, make good progress from their starting points.

Children have access to a good range of high-quality resources, which enables them to participate in purposeful play. However, children have fewer opportunities to access activities and resources to extend their awareness and understanding of culture, diversity and equality. Resources are easily accessible and readily available, which encourages children to self-initiate their own learning. For example, children select their own materials from the creative unit. They develop their expressive arts and design skills as they create different marks and patterns in play dough using pasta pieces and natural stones. This is further promoted as children have good opportunities to experiment with coloured pencils, pens and paint to develop their early writing skills. Staff effectively support children's communication and language development as they interact well with them as they play, engage in constant discussion and model language. They use a variety of questions and allow children enough time to respond to these, which develops their critical thinking skills. Consequently, children are becoming confident communicators as they are learning to use vocabulary to make connections between objects and words. Children enjoy playing with small world resources as they roll and push a selection of vehicles over wooden blocks and planks. This promotes their understanding of the world. Staff support children's mathematical skills to develop their awareness of early numbers, shape, space and measure. For example, children fill and empty a selection of different sized containers during water play. Children's physical development is promoted well and staff encourage them to explore, investigate and take appropriate risks. They have access to a very good variety of open-ended resources in the outdoor area to develop their physical and social skills. Children have great fun as they use the ride-on toys, balance on the wooden stepping stones and dig in the mud area. As a result, children are effectively developing the skills required for the next stage in their learning at school.

Parents are actively involved in their children's learning and development as staff promote the importance of a collaborative approach to meet their individual needs. There are effective strategies in place to engage parents, which ensures continuity of care and learning. For example, parents are encouraged to complete story from home sheets and weekend diaries to share children's learning, which enables staff to support their future development at nursery. Parents are also given regular opportunities to view their children's learning journey records and are provided with verbal feedback on a daily basis. Staff have created 'Baskets of Opportunity'. These baskets are accessible to parents and include a selection of items to stimulate children's language development, as well as physical and social development in two-year-olds. Parents are invited into the nursery on a weekly basis, which enables them to support their children's language development as well as physical, social and emotional skills. The nursery has successfully implemented the progress check for children between the ages of two and three years. This information is shared with parents and provides a clear overview of their children's progress. Therefore, parents feel informed and their views are valued and respected by staff. Children with special educational needs and/or disabilities are well supported to ensure their individual requirements are met. Staff work closely with parents, external agencies and other professionals, to ensure appropriate strategies are in place to support children's ongoing learning and development. They have recently started to develop links with local primary schools, to promote a consistent and complementary approach for children.

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

The nursery has an established key-person system in place, which ensures children form secure attachments and develop positive relationships with their peers and staff. The environment is warm, friendly and welcoming, which effectively promotes children's all-round development and emotional well-being. As a result, children show confidence in their surroundings as they are happy, settled and content. They are very comfortable and familiar with the daily routine as they take part in welcome time and group activities during the session. Staff are caring and sensitive to children's individual needs and offer support and reassurance when required. There are good settling-in procedures for children starting at the nursery to ensure they are supported well with their move from home. For example, staff initially complete a home visit, which helps to establish a close working relationship from the start of the placement. The manager has clear plans in place to support children with their future move to school. This is to ensure children are emotionally prepared for the next stage in their learning. Parents spoken to at the time of inspection, comment that staff are approachable and supportive, which encourages them to take part in their children's learning.

Children are encouraged to be independent throughout their activities and daily routines. They access their own resources, wash their own hands and help with appropriate tasks during snack time, such as pouring their own drinks and cutting their own fruit. This increases children's self-confidence and helps to develop their self-care skills. There are good hygiene practices in place and children start to develop an awareness of their own health and well-being as they confidently manage their own personal needs. Staff provide children with a variety of balanced and nutritious snacks, which develops their understanding of a healthy diet and lifestyle. Drinking water is accessible to children at all times, to ensure they remain hydrated throughout the nursery session. Children's good health is further supported as they have daily opportunities for outdoor play, exercise and fresh air. This ensures that children are physically active and they are able to develop their coordination skills. The nursery provides weatherproof clothing to enable children to experience the outdoor environment at all times during the year.

Staff act as good role models and manage children's behaviour effectively. They use a fair and consistent approach to reinforce appropriate behaviour and provide simple explanations to children. Staff sensitively handle any minor disagreements, which enables children to understand the boundaries and expectations within the nursery. Consequently, children's behaviour is good and they are learning to be kind and considerate to each other. Staff use constant praise and encouragement throughout children's play to enhance their self-esteem and ensure they feel appreciated. Children show a good awareness of how to keep themselves and others safe as staff talk about the importance of safety during the nursery session. For example, children negotiate space well in the outdoor area and recognise that they need to be careful when using their knife at snack time.

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

The nursery is led by a committed and dedicated management team, who strive to provide high quality care and education for children and their families. Staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended relevant training and know what procedures to follow if they have any safeguarding concerns about children in their care. A detailed range of written policies and procedures are successfully implemented to ensure a safe and secure environment for children. Children's well-being is further promoted as there are written risk assessments in place and staff complete daily safety checks on the indoor and outdoor environment. This enables them to identify any potential hazards and minimise risk to children. Staff are deployed well within the nursery, which ensures children are supervised effectively to maintain their safety. There are good systems in place for recruitment, induction and vetting to ensure children are cared for by suitably trained, experienced and qualified staff.

The management team monitor and evaluate the educational programmes to ensure children are progressing well in all seven areas of learning. Tracking documents are completed by staff, so children with special educational needs and/or disabilities, are appropriately supported. Performance management systems are effective as staff attend regular supervisions and review meetings to support their professional development. Staff also attend relevant training courses to further enhance their knowledge, skills and understanding. The management team have a clear vision for the nursery and staff strive for continuous improvement. They have worked extremely hard to address the action and recommendations raised at the last inspection and following the monitoring visit undertaken in July 2014. For example, staff have recently attended communication training, which has enhanced children's speech development and improved the use of language within the nursery. This enables staff to effectively promote children's communication and language skills. In addition, staff ensure the gate in the outdoor area is always secure, which effectively safeguards children. This demonstrates that the nursery has a good capacity to improve. Self-evaluation is in place and the management team have detailed development plans to support children's achievements over time and improve the quality of the practice within the nursery.

Staff have established good partnerships with parents to further support children in their learning and development. They are very complimentary about the nursery and make comments, such as, 'My child loves attending, he has a great time' and 'Staff are brilliant, my child never wants to go home at the end of the session'. Staff have developed links with external agencies and other professionals to ensure that children's individual requirements are met. The nursery has strong links with the local authority and the children's centre where it is located, which makes a strong contribution to meeting the needs of children. The management team understands the importance of working in partnership with local primary schools and teachers. However, these partnerships have not yet been fully developed to establish an effective method for sharing information and to support children's future moves onto the next stage in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	977356
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	4
Name of provider	South Tyneside Metropolitan Borough Council
Date of previous inspection	20/05/2014
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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