

Stanleys at Riverside

Riverside Children's Centre, Garrick Street, SOUTH SHIELDS, Tyne and Wear, NE33 4JT



Inspection date	10 December 2015
Previous inspection date	19 December 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders use extensive systems to monitor and evaluate practice. They involve parents, children and staff fully in this process. They set challenging targets for improvement and act swiftly to make changes that provide children with a welcoming and safe environment that enhances the quality of their care and learning.
- Leaders and staff maintain highly effective relationships with the local school. For example, staff and teachers collaborate to share resources and tailor support to meet individual children's needs.
- Staff are highly effective in meeting the individual needs, abilities and interests of all children. They have an accurate picture of children's starting points and current levels of skills, understanding and knowledge. They use assessment information expertly to plan exciting activities to support children to make excellent progress in their learning.
- Children settle swiftly and form exceptionally strong bonds with staff and peers. Staff skilfully teach children to respect each other and the environment through inspirational interactions with them.
- Disabled children and those with special educational needs are supported extremely well. Staff work closely in partnership with other professionals who are involved with the children. They act on the advice given to them to provide additional activities to enhance and support children's learning.
- Partnership working with parents is exceptionally strong. There are highly successful strategies in place to positively engage with parents from a diverse range of backgrounds. Parents have absolute confidence that their child is kept safe and their well-being is paramount.

What the setting needs to do to improve further

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

- enrich existing opportunities to extend children's already excellent self-help skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. High-quality leadership makes safeguarding a priority across all aspects of the nursery provision. Policies and procedures are comprehensive and are routinely reviewed to reflect changes to practice. Staff have fully engaged the support of the local authority and other professionals to enrich safeguarding knowledge and practice to an optimum level. Supervision arrangements are strong. There are ample opportunities for staff to benefit from quality training opportunities and to disseminate their learning to others. Regular opportunities to share ideas and reflect on their practice raises the quality of the teaching to an outstanding level. Leaders have fully addressed the previous recommendations for improvement and demonstrate an ambitious vision for the future.

Quality of teaching, learning and assessment is outstanding

The experienced and highly-qualified team create exceptionally well-organised learning areas to ensure that every available space is used to the best advantage. Staff interact superbly with the children. They model how to use resources and support children to make new discoveries in their play. Children are motivated to learn and become deeply engaged in their learning. Staff expertly support children's care and development and extend their vocabulary by introducing new words and engaging them in conversations. Children listen carefully, retain interest and acquire new vocabulary. Staff support children's speech and language skills extremely well, especially for those who start the nursery with skills much lower than is typical for their age.

Personal development, behaviour and welfare are outstanding

Children demonstrate increasing confidence and high levels of self-esteem. They show perseverance when tackling new experiences. Diversity is celebrated through discussions, activities and experiences which promote children's sense of belonging and help them understand about similarities and differences. Staff have robust systems in place to support children's transitions to other settings and work closely with parents to prepare them for their eventual move to school. Indoor and outdoor areas are inviting and inspire purposeful investigation, creative play and exploration. This helps to contribute positively to how children make independent choices in their learning. Staff recognise that there are even more opportunities to promote children's self-help skills. Children actively engage in increasingly challenging and complex activities in the outdoor play area. They use their physical skills to master the challenges set by staff and actively participate in exciting games. Staff have developed highly innovative ways to promote healthy lifestyles within the nursery and share ideas with parents to try at home.

Outcomes for children are outstanding

Staff meticulously observe and assess children's learning and progress. They track individual children's achievement in all areas of learning and identify any potential underachievement. Staff quickly put in place targeted and tailored early interventions to support each child to achieve their full potential. Children make excellent progress from their starting points and are ready for school.

Setting details

Unique reference number	EY332276
Local authority	South Tyneside
Inspection number	862514
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	47
Name of provider	Sure Start Riverside
Date of previous inspection	19 December 2011
Telephone number	0191 424 4839

Stanleys at Riverside was registered in 2006. The nursery employs nine members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

