

Stanley's at Ridgeway

Ridgeway Children's Centre, Park Avenue, South Shields NE34 8AB



Inspection date	15 March 2019
Previous inspection date	4 February 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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

- Staff have a first-rate knowledge of how children learn. Their very secure understanding of typical stages and patterns of child development contributes to highly effective plans for children's learning. There is a precise focus on what each individual child needs to learn next, which helps them to make substantial and sustained progress.
- Partnerships with other professionals are a distinct strength of this nursery. Excellent arrangements for sharing information and collaborative working help to provide an holistic and highly cohesive approach to supporting children and their families.
- Managers and staff are passionate and committed in their drive to continually improve care and learning experiences for children. There is a culture of high expectation, of both staff and children, that contributes to significant developments in practice that have an extremely positive impact on outcomes for children.
- Children make particularly remarkable progress in their personal, social and emotional development. They settle into nursery quickly and rapidly grow in confidence from the outset. Their enthusiasm and levels of engagement in their learning are notably high. They arrive at nursery eager and excited to join in and share their experiences.
- Parents' comments about the nursery are overwhelmingly positive. They describe the highly detailed information staff share about their children's time in nursery and the progress they make in their learning. They share experiences of staff who have supported children during difficult times, and 'helped them on every step of the way'.
- Staff are extremely sensitive to children's individual needs and experiences. There are excellent arrangements to welcome new children into nursery. This helps them to gather detailed information about children and their families and quickly establish supportive relationships with them. Children thrive in this highly nurturing environment.
- Children who have lower levels of achievement on entry to nursery benefit immensely from highly focused and expert teaching strategies. They make rapid progress and gaps in their learning are closed swiftly.

What the setting needs to do to improve further

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

- continue to extend and enhance children's opportunities to learn about diversity.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector held a meeting with the management team. She looked at relevant documents and saw evidence of the suitability checks carried out on staff.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of their views.

Inspector
Clare Wilkins

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent understanding of a wide range of factors that can affect children's well-being. Concerns about children's welfare are identified and responded to promptly. Incisive self-evaluation is integral in this nursery. Managers closely monitor the impact that practice has on children's learning. Highly focused supervision sessions support the well-qualified staff extremely well. Professional development opportunities are plentiful and help to enhance the already first-rate teaching. For example, staff learned new ways to promote literacy, which contributed to significant improvements in children's achievements in this area of learning. Transitions to the on-site school nursery are managed exceptionally well. Children are extremely familiar with their new environment and teachers before they move on at age three. They are highly confident and superbly well prepared for the next stage of their learning.

Quality of teaching, learning and assessment is outstanding

Assessments of children's learning are used remarkably well to inform meticulous plans that support their ongoing progress and provide a highly appropriate level of challenge. Staff present books in exciting ways and actively involve children in story times. Children become absorbed in the story, recall familiar parts and guess what will happen next. This contributes to their excellent achievements in literacy, which exceed expectations for their age. Children show a great interest in writing. They independently select paper and pencils from a wide range of resources to 'write a story', making very good attempts to form letters. Staff provide excellent opportunities for children to think, persevere and solve problems during play. For example, while making dough, they experiment with quantities of water and flour until it reaches the right consistency. They are resilient learners who show consistently high levels of curiosity and concentration for their age.

Personal development, behaviour and welfare are outstanding

Staff have very high and very consistent expectations of children, and focus expertly on ensuring that children are taught how to behave and keep themselves safe. Children's behaviour is exemplary, and they show remarkable listening and attention skills during activities. They are extremely polite, show care and concern for their friends and help one another during play. Children are very independent and capably manage tasks, such as putting on their coats, with very little help. Staff make excellent use of routines, such as snack time, to teach children about healthy lifestyles. Children benefit from consistent reassurance and praise from staff. Their self-esteem and self-awareness are high. For example, a child announces he needs a sticker for using the bathroom. Staff are currently developing their resources and practice to extend and enhance children's understanding of the similarities and differences between themselves and others.

Outcomes for children are outstanding

Children make excellent progress across all areas of learning. They develop a remarkable range of skills and knowledge that help to provide an extremely secure foundation for later learning. Many children exceed the levels of development that are typically expected for their age. Additional funding is used incisively to address and close gaps in children's learning.

Setting details

Unique reference number	EY481484
Local authority	South Tyneside
Inspection number	10076266
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 3
Total number of places	20
Number of children on roll	23
Name of registered person	South Tyneside Council
Registered person unique reference number	RP519360
Date of previous inspection	4 February 2016
Telephone number	0191 4567751

Stanley's at Ridgeway registered in 2014. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday during term time only. Sessions are from 9am until midday and from 12.45pm until 3.45pm. The nursery provides funded early education for two- and three-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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

