

Inspection of Stanley's at Primrose

Primrose Children's Centre, Lambton Terrace, JARROW, Tyne and Wear NE32 5QY

Inspection date: 22 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Staff place the children and their families at the heart of everything they do. They go out of their way to help and support parents and carers. For example, staff listen to concerns, and provide reassurance and guidance to help parents support their children more effectively. Parents value the advice and support on a range of issues, including behaviour, toilet training, sleep and hygiene. Children are happy and safe. For example, babies engage with staff happily as they listen to a story with their key person. The manager places a huge importance on the emotional well-being of children and staff. Parents appreciate that their children's happiness is so important to the nursery staff.

Staff have high expectations of what children can achieve. For example, staff in the pre-school room talk confidently about where they want children to be in their learning when they leave the nursery in the summer. They provide a range of rich language experiences to lay the foundations for later reading and writing.

Children behave well. Staff have high expectations of children's behaviour, which they consistently reinforce. They use a range of strategies to remind children of the expectations of the room and nursery. Strategies, such as questions and positive reminders, are highly effective in reminding children about what is expected. Staff work with parents effectively to develop consistent approaches to manage behaviour.

What does the early years setting do well and what does it need to do better?

- Partnerships within the nursery and the local community are excellent. Staff work extremely well with a range of professionals to support children. For example, they liaise with outreach workers and staff working in the community with the families of children with special educational needs and/or disabilities (SEND), to identify strategies to help develop children's learning. The manager and teachers from the on-site school work together to develop a cohesive provision for children who attend both settings.
- Children are incredibly happy and settled. They have a highly developed awareness of what makes them unique. Staff value children's individual characteristics and share these with other staff as children change rooms or move on to school or nursery. Parents and the headteacher comment that children settle quickly and continue to thrive.
- Children with SEND receive extremely high levels of support. Staff work tirelessly with a range of other professionals to ensure that they can target their support effectively in a timely manner.
- The quality of teaching is consistently good and sometimes better than good. Staff know children well and identify what they need to learn next. They use

information about children's next steps in learning when planning and resourcing the environment. For example, staff working with babies and toddlers plan activities on the floor to encourage toddlers to crouch down. However, there are occasions when group activities do not support less-confident children to maintain high levels of concentration.

- Children are very independent. Babies attempt to feed themselves fruit. Toddlers develop their independence skills as they learn to drink from a cup without a lid. Children find their coats and attempt to put them on as they prepare to go outside. Staff go out of their way to help parents with strategies to help their children with toilet training.
- Staff support children to take appropriate risks and challenges. For example, three-year-old children learn to use knives to cut oranges. They persevere as they try to squeeze all the juice out. Outside, older children add challenges into their play. For example, they move further back to make it harder to throw the balls into the tyres.
- The manager has a clear vision for the nursery. Her evaluations are precise and take account of the views of parents and staff. She observes staff and identifies areas where teaching could be improved further. She plans professional development opportunities to address the minor weaknesses in teaching. The manager now needs time to ensure that messages from training and observations are consistently embedded into practice.
- Staff encourage parents to become involved in the many events that they arrange. Children and parents enjoy attending extra events together, such as activity afternoons or sessions on nursery rhymes. These activities give children a wealth of additional experiences that significantly support their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children from harm. They know how to identify and report their concerns about children to keep them safe. The manager ensures that all staff attend training and their safeguarding knowledge is up to date. All staff have a good understanding of wider safeguarding issues. Recruitment procedures are strong. Thorough checks, as well as ongoing supervision, help to ensure that all staff are suitable for their role. Risk assessments are thorough and ensure that all parts of the nursery are safe.

What does the setting need to do to improve?

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

- continue to provide the necessary support and guidance to ensure that messages from training are consistently embedded into practice
- ensure that the organisation of group activities helps all children to maintain

high levels of concentration.

Setting details

Unique reference number	EY305936
Local authority	South Tyneside
Inspection number	10065858
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	40
Number of children on roll	50
Name of registered person	South Tyneside Council
Registered person unique reference number	RP519360
Telephone number	0191 4244901
Date of previous inspection	28 July 2015

Information about this early years setting

Stanley's at Primrose registered in 2005. The centre employs 13 members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The centre opens Monday to Friday, from 8am until 6pm, except on the first Monday of the month when it closes at 5pm for staff meetings and training. The centre is open for 50 weeks of the year. It closes for two weeks at Christmas and for an additional three days throughout the year for staff training. The centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation of an activity with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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.

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