

Inspection of B2B Plus Project

Ryhope Health Centre, Black Road, Ryhope, Sunderland, Durham SR2 0RY

Inspection date:

21 July 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

All children thrive as staff are extremely experienced in supporting very young parents with their babies. Staff ensure babies, toddlers and families have the very best start and are prepared for their eventual move to other provisions. Children are happy and confident with the new routines put in place to promote their health and safety during the COVID-19 (coronavirus) pandemic. Parents no longer come into the nursery space itself and children willingly leave their parents at the nursery door. Babies and toddlers show excitement as they arrive. For example, they strain at the straps on their pushchairs as they are eager to play in the rich and stimulating environment. Babies learn the language of feelings as they are comforted and reassured by members of staff who tell them 'mummy loves them very much'. The strong nurturing bond between babies and staff is evident. This helps children to feel exceptionally safe and secure.

Children's communication and language development is a high priority of the curriculum. Staff use every opportunity to develop children's language skills. Children learn new words as staff encourage them to watch the shaving foam balls 'floating in the air'. Babies show excitement, arms and legs quivering with anticipation, as they wait for staff to say 'ready, steady, go'. Toddlers look with awe and wonder as wooden egg shapes wobble when they reach the floor. They learn to use shaving foam to make balls and realise they can make the balls move by blowing them. Staff expertly encourage children to try and try again to develop and practise their skills. This empowers the youngest children to develop exceptional levels of perseverance and determination.

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

- Staff are excellent role models and consistently support children. Children constantly display exemplary behaviour. The very youngest children willingly wait their turn. Babies show exceptionally high levels of social awareness. Staff understand the importance of being silent as babies gaze at each other through a clear screen and reach out to touch hands and give kisses.
- Children delight in the experiences staff provide to enable them to experiment in the environment. Staff fill children with excitement and enthusiasm. For example, children giggle with delight as they gain a real-life understanding of the sensation of ice melting and dripping through their fingers. Staff encourage children to hold their arms up in the air and experience the water running down their arms. Children notice ice and water together in the bottom of the tray, scooping this up and looking at it intently. Staff talk to children about the feel of the ice in their hands and the ice turning to liquid. This gives children a greater depth of understanding of the natural world.
- Management and staff have high ambitions for every child to develop a love of

learning and achieve to the best of their abilities. They have put in place a curriculum that inspires children to learn. Staff use their detailed knowledge of every child to plan next steps in children's learning. This ensures that all children make strong progress and achieve exceptionally well. Children who missed being in the nursery because of the COVID-19 pandemic have readily adjusted to returning and their development is flourishing.

- Staff are exceptionally skilled in the ways they support children's development. They encourage children to always attempt new things and develop a can-do attitude to learning. For example, toddlers need to get down the steps they have climbed. Their faces showing absolute focus as they work out how to turn around and go down backwards. Children's faces glow with joy and happiness at the praise they receive from staff.
- Staff are highly attuned to the needs of children with special educational needs and/or disabilities. They work in close partnership with a wide range of other professionals to ensure that children and their families get the excellent support they need.
- Partnership with parents is outstanding and a key strength of the nursery. Parents praise the support given by the manager and staff throughout the time the nursery was closed due to the COVID-19 pandemic. Parents valued the online communication and help offered. For example, staff contact other support services on behalf of parents to ensure children receive the support they need.
- Staff are proud to belong to this vibrant nursery. They work together as a tight-knit team where everyone looks after each other. Strong teamwork and shared high aspirations for the children are at the heart of everything they do. This is reflected in the outstanding range of high-quality opportunities offered to children and the excellent progress children make in their development.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and children's well-being constitute a top priority for everyone at this nursery. There is a strong culture of safeguarding. Staff and leaders know children and families very well and are alert to any concerns. For example, staff provide parents with information about the risks associated with using the internet. Effective systems are in place to identify any children or families who may need early help or support. They work closely with a raft of other services to help keep children safe. Regular training ensures that all staff are knowledgeable and confident in fulfilling their responsibilities. Robust recruitment procedures ensure only those suitable to work with children do so.

Setting details

Unique reference number	2508492
Local authority	Sunderland
Inspection number	10194554
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	31
Name of registered person	Sunderland City Council
Registered person unique reference number	RP905584
Telephone number	01915612381
Date of previous inspection	Not applicable

Information about this early years setting

B2B Plus Project registered in 2019 and caters for very young children of teenage parents. The nursery employs eight members of childcare staff. Of these, one holds a qualification at level 6 and seven hold qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am to 4.30pm.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents at 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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