

# Inspection of Stanley's at All Saints

Whitehall Street, South Shields, Tyne and Wear NE33 4SU

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Inspection date: 18 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

Staff at this small, friendly nursery for children aged two to three years work well together. They have a very good understanding of each child's individual care needs. This helps children build secure emotional attachments. Children are very happy and confident. They move around the broad range of stimulating activities and become inquisitive learners. For instance, children are totally engaged as they explore a 'beach' area. They make marks in the sand, pour it through a sieve, build sandcastles and learn new vocabulary. Staff consistently encourage children's imagination skills through praise. For instance, as children pretend to make jacket potatoes for tea in the home corner, and stomp like a dinosaur in the garden.

Staff are always close by to respond to children's needs and have high expectations for children's behaviour. Children learn to behave and interact well together. Staff are calm and positive role models, teaching them good manners and respect. Parents say their children flourish at nursery.

Children begin to develop a love of books and counting because staff plan purposeful activities to support these areas of learning. Children are encouraged to count throughout their play and learn about colours, shapes and patterns in the environment. Staff use simple questions and a good commentary to foster children's communication skills, widening their vocabulary and experiences. Overall, all children make good progress from their starting points.

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

- Leadership is effective and there is a shared vision between the new manager and staff to develop the provision continuously. This includes those children who start their early education at lower than expected levels. The experienced staff team has a good knowledge of how children learn. However, although staff teaching is consistently good, there are plans to improve their skills to extend the children's learning even further. This is to help each child make the most progress possible, before they move on.
- Leaders recognise that since the COVID-19 pandemic, they need to focus the curriculum on children's attainment in specific areas. These include social, communication and physical development. Staff offer children activities which suit their individual needs and preferred style of learning. Although children have opportunities to develop their physical skills inside and outdoors, the choice of activities is not wide ranging.
- Staff are successful in narrowing gaps in learning for those children who may be working at lower levels of development. For example, they work very well in partnership with internal and external agencies. They offer outreach work for families, to ensure consistency in learning and care. Individualised support is

provided for all children, particularly those with special educational needs and/or disabilities. This ensures children settle quickly, make progress and confidently transfer to the next stage.

- Parents speak highly of the staff and how well they support their children's interests and learning. They report that since joining the nursery, their children are increasingly confident, speak more and will now try new foods. They are kept fully informed about their children's progress and how they can support their learning at home. For instance, staff share 'Song of the Week' sheets and information about oral health.
- The key-person system is effective for all children. This provides a secure base for their developing independence and learning. Children form very close bonds with the long-established staff team who know the children and their families well. Staff recognise the individuality of each child's needs, so that all children become self-assured and grow in confidence.
- Children are learning about healthy lifestyles. They understand the importance of handwashing before snack, after being outside, using the toilet or wiping their noses. Additionally, staff help children to understand how to keep safe. For example, they learn to tidy away toys, so that they do not trip. They know to stay sitting down when eating, so they do not choke. They learn that everyone helps to make the setting a safe place. This means children can confidently and safely move around the environments and initiate their own play.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff implement effective safeguarding policies and procedures. All staff cover safeguarding as part of their comprehensive induction and supervision process. Staff have a very clear understanding of their responsibilities to protect children from harm. They know how to recognise the signs and symptoms of possible abuse. They are aware of the duty to prevent children being drawn into situations that may put them at risk. The premises are very secure. Staff carry out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use. Leaders use effective recruitment and vetting procedures, which help to ensure that staff are suitable to work with children.

## What does the setting need to do to improve?

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

- continue to improve the way staff use opportunities during activities and routines, to challenge and extend all children's learning, to drive maximum development for children
- consider even more ways to help all children build on their physical development, particularly those children who choose to play indoors.

## Setting details

<b>Unique reference number</b>	EY272351
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10232511
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	South Tyneside Council
<b>Registered person unique reference number</b>	RP519360
<b>Telephone number</b>	0191 420 7657/07812511890
<b>Date of previous inspection</b>	14 July 2017

## Information about this early years setting

Stanley's at All Saints registered in 2003. The nursery employs five members of childcare staff. Of these, four hold an early years qualification at level 3, including one at level 5. The nursery opens Monday to Friday, all year round. Sessions are from 8.30am until 11.30am and from 12.30pm to 3.30pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

**Inspector**  
Jan Harvey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and manager completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector held a meeting with senior managers and discussed how they monitor and evaluate the nursery provision.

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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