

Inspection of Stanley's at Hebburn

Bedewell Early Years Excellence Centre, Campbell Park Road, HEBBURN, Tyne and Wear NE31 1QY

Inspection date: 14 June 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy superb relationships with staff at this extremely inclusive and welcoming setting. Staff plan outstanding opportunities for children's physical development. They promote 'tummy time' for babies to help develop their strength. Older children develop their muscles as they climb, stretch and swing in hammocks in the enclosed garden. Children develop their coordination by using a wide range of tools. For example, they mix and dig with different utensils using dough, mud and sand. Staff support children to strengthen their core muscles and develop their sense of balance. For example, they move the sandpit from the floor to standing when children start to pull up to their feet.

Children are extremely happy, settled and secure. Support for their behaviour is excellent. Children benefit from a wide variety of highly stimulating and challenging activities and experiences. For example, staff plan outstanding opportunities for children to learn about nature and the wider world around them. Children explore life cycles as they care for tadpoles and caterpillars and watch them grow. They take part in bird watching and hunt for bugs with binoculars. Children plant and help to grow cucumbers, strawberries and tomatoes in the nursery's allotment. They are enthusiastic, highly motivated and eager to learn.

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

- Staff are excellent role models. They are very respectful and encourage children to use manners, take turns and be kind to others. Staff know children individually very well. They develop individual care plans for younger children. Staff are highly skilled and use sensitive, timely interventions to help embed and extend children's learning.
- Staff provide children with activities and experiences that cover all areas of learning. Children have rich opportunities to explore, investigate and solve problems. For example, they explore and decorate dough which they have made with split peas and chickpeas. Children investigate fruits, such as pineapples, lemons and kiwi fruits, using all of their senses. They experiment with remote-controlled cars as they learn about speed and direction.
- Children benefit from excellent daily opportunities for fresh air and exercise. They learn about healthy food and lifestyles. Staff use additional funding to provide children with planting equipment and seeds. This helps children to develop emotionally as they learn to care for and nurture living things.
- Staff promote children's confidence and self-esteem as they encourage their efforts and celebrate their achievements. They use specific praise so that children understand exactly what they have done well. Children grow rapidly in their independence. They cut fruit, pour their own drinks and spread cheese on their crackers at snack time.

- Staff plan excellent support for children's developing communication and language skills. Staff introduce new words, such as 'cocoon' and 'lentils'. They ask children detailed questions and provide plenty of time for them to respond. Children hear lots of language throughout the day. They enjoy familiar songs and stories and learn new rhymes.
- Support for children with special educational needs and/or disabilities (SEND) is outstanding. Staff work closely with partners in education and health to provide consistent strategies to support children's learning. They are highly skilled and complete relevant training to further enhance their knowledge and confidence. Staff use resources and sign language to help to support and communicate with children. For example, they use sand timers, fidget toys and sensory cushions to help children settle.
- Partnerships with parents are excellent. Parents are invited to take part in enjoyable events, such as pumpkin picking and celebrations for the Queen's jubilee. Staff encourage parents to use a book lending library and send activities home for them to try with their children. For example, children plant sunflower seeds in pots to take home and grow. Parents have high praise for the nursery, the manager and the staff team.
- Partnerships with schools are extremely well established. Staff thoughtfully consider children's next stages of learning or their move on to school, and transitions are very well planned. For example, staff provide photo books to help children become familiar with their new school or setting.
- The experienced manager provides excellent support for her staff team, including for their mental health and well-being. Staff benefit from regular meetings to support their practice and continuous professional development.
- The manager and staff reflect deeply on children's experiences and time at the setting. They gather the views of parents in different ways and use this information to plan continuous improvements. Staff are experienced, dedicated and work very well together. The manager is hard-working and passionate about providing the best quality of service for children and families in her care.

Safeguarding

The arrangements for safeguarding are effective.

The manager has an excellent understanding of her responsibilities in relation to safeguarding. Staff know very well what might concern them about a child. They know who to go to and the procedures to follow to keep children safe. Staff complete training in first aid, child protection and aspects of safeguarding. They have a very strong awareness of how to promote day-to-day safety, hygiene routines and healthy lifestyles. For example, staff teach children the importance of using 'walking feet' inside so they do not trip. They teach children how to care for their dental health and the importance of keeping safe in warm weather.

Setting details

Unique reference number	EY446112
Local authority	South Tyneside
Inspection number	10229353
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	41
Number of children on roll	59
Name of registered person	South Tyneside Council
Registered person unique reference number	RP519360
Telephone number	0191 4287650/07812511866
Date of previous inspection	2 November 2016

Information about this early years setting

Stanley's at Hebburn registered in 2012 and is located in Hebburn, Tyne and Wear. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including two at level 6. The nursery opens for 50 weeks of the year from 8am until 6pm, Monday to Friday. It is closed at Christmas, on bank holidays and occasional training days. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Foers

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 their evaluation of the provider.
- The manager discussed with the inspector how the setting organises and plans the curriculum and experiences for children. The inspector viewed the inside and outside spaces used by the setting.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the setting's documents, including evidence of training and suitability of staff.
- The inspector held discussions with the manager and staff. She spoke to parents to gather their views on the setting and took into account the written views of others.

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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