

Inspection of Stainsby Neighbourhood Nursery

West Middlesbrough Children's Centre, Stainsby Road, Middlesbrough TS5 4JS

Inspection date: 27 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The nursery has a positive and cheery atmosphere, in which staff prioritise children's well-being and happiness. Children receive a warm welcome from the long-serving, familiar staff team. They run towards them for a hug, showing a strong sense of belonging. Children are enthusiastic and motivated learners. They quickly join their friends at play.

Leaders have high aspirations for every child. Children benefit from a range of appealing and stimulating activities that support their overall development well. Babies are curious, and enjoy exploring items, such as fir cones and conkers, from the garden. They giggle together when they use bricks to make loud noises. Toddlers chatter happily when building side-by-side with their friends. They develop balance and coordination as they learn to climb and ride wheeled toys outdoors. Older children show an interest in recipe books. Staff extend their learning by helping them to bake cookies.

Staff model good manners and respect. Children learn to consider the needs of others. They are kind and helpful and develop friendships. They share herbs with their friends to mix with their dough.

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

- The curriculum is broad and varied, and, overall, supports children's learning well. Staff have very good knowledge of early childhood development. They have clear aims for what they want children to learn during each stage of their pre-school education.
- Staff help children to remember what they have learned. They repeat activities to reinforce children's new skills and knowledge. For example, children have 'favourite five' books. They join in with familiar words and actions, recalling what happens next in the story.
- Occasionally, staff's teaching does not precisely meet children's learning needs. For example, the numbers used during an activity, to teach mathematical skills, are beyond the understanding of some children taking part. That said, teaching plans for children with special educational needs and/or disabilities (SEND) are sharply focused. This contributes to their excellent progress.
- Children show very good language and communication skills. Babies and toddlers learn new words quickly. Pre-school children are confident and fluent talkers. This is a distinct strength in staff's teaching, which has been enhanced by a well-focused programme of professional development.
- Staff morale is high. Managers value their input to evaluation and improvement plans. For instance, staff helped to develop the garden and extend learning opportunities for children who prefer to learn outdoors. This contributes to an

excellent capacity for continuous improvement.

- Parents are very pleased to be able to come inside again now that restrictions put in place during the COVID-19 pandemic are being eased. They welcome detailed feedback about their children's learning. They commend the caring staff for making children 'feel warm inside'.
- Children behave well. They listen to staff and follow instructions. However, there are occasions where children wait too long between routines and activities. They become restless or overexcited, which interrupts their otherwise very good levels of engagement in their learning.
- Staff acknowledge the benefits of active play for children's physical and mental well-being. They have extended children's opportunities to move with the addition of an indoor soft-play area. Children learn about the importance of exercise, as part of a healthy lifestyle.
- Children benefit from plenty of praise and encouragement. Staff ensure that all children feel involved and are supported to access all activities available. Children learn about the values of people in their community and the wider world. They sample food from other countries and learn about different religious and cultural celebrations.
- Staff have high expectations of what children can do for themselves. Babies and toddlers quickly learn to feed themselves at mealtimes. Older children take responsibility for their belongings. They develop good levels of independence and a positive attitude, telling adults, 'I can do it by myself'. This prepares them well for later life, in school and beyond.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding policies and procedures are in line with current legislation. These are fully understood by all staff, who know what to do if they are concerned about a child's welfare. Thorough risk assessments help to ensure that all areas accessed by children are safe and suitable for their use. Accidents and incidents are reported and monitored by managers. This helps to identify and manage potential hazards. Staff are alert to danger and supervise children well. Most staff hold paediatric first-aid qualifications. Children's illnesses and injuries are dealt with swiftly and effectively.

What does the setting need to do to improve?

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

- refine teaching to focus more precisely on helping all children to build on what they already know and can do
- organise the changes between routines and activities more effectively to minimise interruptions to children's engagement in their learning.

Setting details

Unique reference number	EY272716
Local authority	Middlesbrough
Inspection number	10229325
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 at time of inspection	0 to 8
Total number of places	60
Number of children on roll	82
Name of registered person	Middlesbrough Borough Council
Registered person unique reference number	RP900896
Telephone number	01642 354302
Date of previous inspection	11 November 2016

Information about this early years setting

Stainsby Neighbourhood Nursery registered in 2004 and is located in Middlesbrough. The nursery employs 15 members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with leaders and staff and has taken that into account in her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery, and discussed the early years curriculum.
- The inspector observed staff's teaching and assessed its impact on children's learning. She carried out a joint observation of a group activity for pre-school children with the manager.
- The manager and senior staff members met with the inspector to discuss leadership and management matters. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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