

Inspection of Stanley's at Biddick Hall & Whiteleas

Galsworthy Road, South Shields, Tyne and Wear NE34 9JD

Inspection date: 4 November 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy in this caring and friendly nursery. Two-year-old children settle quickly. They show this as they sit with their key person, looking at books. Children who are new to the nursery value the cuddles and constant reassurance their key person gives them. Parents speak very highly of the caring and nurturing staff. They think they are knowledgeable and friendly. They feel that staff support them well and listen to their concerns, going above and beyond to help children to settle.

Children concentrate well. For example, young children thoroughly enjoy pouring water onto a water wheel and watching it spin. They become captivated as they realise how they can fill a bucket with water. Staff have high expectations for what children can achieve. During the inspection, children begin to develop their listening skills. They learn how to identify the sounds of objects, such as coins or the rustle of crisp packets, even when they cannot be seen. Children are safe in the nursery. Staff are alert and remind children how to use resources safely. Children enjoy throwing soft discs. They know that they must keep away from their friends, when throwing them, to prevent accidents.

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

- Staff go above and beyond to provide experiences for children outside of their normal experiences. For example, they provide a forest park and a lending library, as there are no parks or libraries accessible to the children.
- The nursery staff are constantly changing and evolving how they work. An example of this is the introduction of a breakfast club, to ensure children have a healthy breakfast before they start. Staff work with a local supermarket to source food, as not all children have time for breakfast before they leave home in the morning.
- The manager uses funding effectively to help children make good progress. For example, staff have bought resources to strengthen children's physical skills, helping children to catch up in this area of learning.
- Children behave well. Staff have clear behavioural expectations, which they take time to explain to children. For example, they tell children that while they can run outside, they still need to be careful that they do not hurt themselves or others. Children respond well to phrases, such as 'stop hands', and eagerly tidy up.
- Children develop a love of books. Two-year-old children listen intently to a story about a witch. Staff read with excellent expression and help children to become fully involved in the story. They take time to listen to children as they talk about what they would like or dislike. This supports the development of children's language and literacy skills.

- Staff know children extremely well. They have clear plans for what they want children to learn next, and this is successfully put into practice. For example, staff take time to work alongside children, modelling play strategies, such as filling and emptying. Staff know children's interests and use this as a starting point for future learning. This helps children to engage in their learning.
- Staff have a strong relationship with parents overall and use a range of strategies to engage them. Staff use home visits to meet children and families, and to find out information about children's likes and dislikes. However, these home visits are not always used effectively to gather detailed information about children's learning. Sometimes, this is not sufficiently thorough enough to consistently highlight where children may need further support. On a small number of occasions, there are short delays in getting children the help they need, while staff get to know children.
- Children with special educational needs and/or disabilities are supported well. Staff work well with a range of professionals. They are highly skilled at putting the appropriate support in place, when children's needs are identified. For example, they introduce appropriate interventions to help children develop their spoken language.
- Staff feel that the manager supports them extremely well on a personal and professional level. They value that they can always talk to her. The manager monitors staff's practice and highlights areas for development. However, this is not yet sufficiently detailed enough to highlight all minor inconsistencies in practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a strong understanding of how they can keep children safe. They talk confidently about the signs and symptoms that may indicate that a child has been subject to abuse or neglect. They have an excellent understanding of local authority procedures, should they have a concern about a child. Thorough risk assessments help to keep children safe. For example, all doors are coded to prevent unauthorised visitors from entering. There are robust procedures in place, so that only known and trusted adults are able to collect children.

What does the setting need to do to improve?

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

- improve the way in which information is gathered from parents during home visits, to meet children's individual needs even more effectively
- strengthen the monitoring of staff, to identify and address all minor inconsistencies in practice.

Setting details

Unique reference number	EY457081
Local authority	South Tyneside
Inspection number	10229359
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	2 to 3
Total number of places	68
Number of children on roll	59
Name of registered person	South Tyneside Council
Registered person unique reference number	RP519360
Telephone number	0191 423 4980
Date of previous inspection	9 November 2016

Information about this early years setting

Stanley's at Biddick Hall & Whiteleas registered in 2012 and is situated in South Shields. The day care employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including one with early years teacher status. The day care opens from Monday to Friday for 50 weeks of the year. Sessions are from 8.30am until 11.30am, and from 12.30pm until 3.30pm. The day care provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager showed the inspector around the nursery and explained how she organises the curriculum.
- The inspector observed children playing and learning and evaluated the quality of children's learning.
- Parents spoke to the inspector and explained how the nursery supports them and their children.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a range of documentation, including those relating to staff's suitability.
- The manager talked to the inspector about how she manages the nursery and keeps children safe.

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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