

Inspection of Stanley's At Marine Park

Marine Park Childrens Centre, Flagg Court, South Shields NE33 2LS

Inspection date: 25 November 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptionally caring nursery. Staff give phenomenal support to parents and children, particularly those with special educational needs and/or disabilities (SEND) or those who speak English as an additional language. They act swiftly to identify families who would benefit from support, especially those that were isolated as a result of the COVID-19 pandemic. Parents attend a range of groups and sessions within the nursery to help them to support their children. Parents comment that their children ask to go to school. They know that staff genuinely care for their children and want the best for them. Children learn how to keep themselves safe. For instance, two-year-old children learn to use knives with impressive control. They perfect their large-muscle skills outside as they use scooters and steer to avoid obstacles.

Staff plan highly enjoyable and engaging activities that are planned around children's interests. For example, they build on children's interest in sharks at story time as they read books about them. Children are highly engaged as they listen to stories. They show exceptionally high levels of concentration for their age. They join in with enthusiasm as they anticipate what is going to happen next in the story. Children who speak English as an additional language join in with key words and express their surprise as staff turn the page.

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

- Staff go above and beyond to give children a rich set of experiences beyond their own. For example, children visit the beach and local supermarkets to expand their experiences and diet. Staff give parents detailed advice around oral hygiene, including registering with dentists, weaning and healthy eating. This supports children's good health and well-being.
- Staff manage children's behaviour exceptionally well. For example, when children run in the nursery, staff gain eye contact and use hands to signal stop. They get down to children's level and explain that they need walking feet. Other staff reinforce this message as they look at children, smiling, and say 'I'm watching'. Children receive lots of praise when they walk across the nursery. These strategies help children to understand and follow expectations.
- Staff have an excellent understanding of what they want children to learn. These strong learning goals are embedded throughout the nursery. For example, there is a strong focus on helping children to develop their independence. This underpins the work of the nursery. This is evident as children learn to use cutlery as they play in the home corner or as they chop their snack. Staff and other professionals talk to parents about how they can help children to be more independent at home, from eating food to putting on shoes.
- Children's experiences are carefully sequenced to help children build their

knowledge over time. For example, staff plan meaningful opportunities for children to develop their large-muscle skills in preparation for their early writing. Activities range from painting on large easels, or lying on the floor practising big movement on rolls of paper. When children are ready, they refine their skills using smaller movements. This helps children become confident writers and they rapidly develop the skills to progress to write letters and numbers with very good control.

- The nursery staff have a strong relationship with parents. The relationship is built on mutual respect. Parents comment that staff exceed their expectations. For example, they appreciate the help that staff give them to fill out forms or make appointments. They get detailed information about children's learning and development and the progress children make. Parents know how they can help children at home.
- Children with SEND are exceptionally well supported. Staff work tirelessly with children and their families to provide them with the support they need. Staff have excellent relationships with a range of professionals, such as health and speech and language. They obtain advice and support to provide children with the help they need. This means that children make rapid progress and begin to catch up with their peers.
- The manager's plans for professional development are precise and focus on continuing to raise children's achievement. The special educational needs coordinator has recently completed a level 3 qualification in this area. Staff have attended a range of training to support children with SEND or speech and language difficulties. This focus has increased staff confidence and helps children achieve the best possible outcomes.
- The manager uses funding extremely effectively to support children's progress. For example, they have set up a sensory room and purchased tactile resources to help children to regulate their emotions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent understanding of how they keep children safe. They have a robust understanding of the local authority procedures if they had any concerns about a child's welfare. They talk confidently about the signs and symptoms that may suggest a child is at risk of abuse. The manager ensures that staff keep their safeguarding knowledge up to date, through regular meetings and training. Staff talk confidently about how they keep children safe in the setting. For example, they ensure the environment is safe. Entry into the nursery and rooms is electronically controlled. This prevents children leaving the premises unattended.

Setting details

Unique reference number	EY488170
Local authority	South Tyneside
Inspection number	10233978
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	2 to 4
Total number of places	20
Number of children on roll	23
Name of registered person	South Tyneside Council
Registered person unique reference number	RP519360
Telephone number	01914565418/ 07971937644
Date of previous inspection	10 March 2017

Information about this early years setting

Stanley's At Marine Park was registered in 2015. The nursery employs five members of childcare staff all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 9am until 12 midday and 1pm until 4pm. The nursery provides funded early education for two- and three- and four-year-old children. They support a high proportion of children with special educational needs and/or disabilities. The majority of children speak English as an additional language.

Information about this inspection

Inspector

Elizabeth Fish

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 setting.
- The manager showed the inspector around the nursery and explained how she organises the provision.
- The inspector observed children playing and learning and evaluated the impact of staff interactions on children's learning.
- The manager evaluated an activity with the inspector.
- The inspector talked to children and staff at appropriate times during the inspection.
- Parents met with the inspector to talk about their experiences with the nursery.
- The inspector met with the management team to discuss how they manage the nursery.
- The manager showed the inspector a range of documentation, including those relating to staff suitability.

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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