

Inspection of Stanley's at Jarrow

Jarrow Children Centre, Stanley Street, Jarrow, Tyne and Wear NE32 3BD

Inspection date: 14 July 2023

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

Children benefit from supportive relationships with the kind and caring staff. This helps them to feel safe, secure and ready to learn. Staff model positive behaviours and encourage children to share. They talk to children about how their actions can impact on others. This generally helps children to learn right from wrong. Staff support children to be independent. For example, children pour their own drinks and prepare their snacks. Staff help children to be resilient. For example, they demonstrate how to close a tricky zip and encourage children to keep trying. Children persevere, exclaiming, 'I did it!', when they manage the task. They show pride in what they can achieve.

The broad and balanced curriculum helps all children to learn. Staff spend time supporting children's self-led play, as well as planning activities to teach them specific skills. Children are keen to join in with activities, and they play happily in nursery. Staff support children to develop their imaginative skills. Children announce, 'We are off to Turkey!', when they line up chairs and pretend they are on an aeroplane. Staff skilfully weave extra learning into their play. For example, they suggest that children make tickets for each passenger. This encourages children to practise making marks in preparation for early writing.

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

- Staff support children's language development well. They involve themselves in children's play, encouraging conversations and modelling new words. They repeat children's good attempts at sentences back to them, with the correct pronunciation and grammar. This helps children to develop their vocabulary.
- Children are consistently engaged and busy at play. Staff carefully plan the environment and adapt their teaching to help children to learn more. For example, they identify children who enjoy filling, emptying and pouring. They provide pasta shapes in the role-play kitchen for children to practise these skills.
- Teaching is well matched to children's needs. Staff find out about what children can do when they first start nursery, and they are aware that some children have lower starting points. Their good teaching helps children to learn more quickly, and they achieve age-related expectations during their time at nursery.
- Children with special educational needs and/or disabilities benefit from tailored teaching, which supports their learning very well. Partnerships between staff, parents and other professionals help to ensure that children's needs are met precisely. Staff work hard to ensure that children are able to access the whole curriculum as fully as possible. Children make very good progress in their learning.
- Staff work closely with parents, and they help to build on children's experiences outside of nursery. For example, they arranged a trip with parents and children

to a local library. More families are now using the library and sharing a wider range of books with their children at home. This helps to build further on the learning that happens in nursery.

- Managers provide effective supervision and support for staff. This helps long-term staff to build on their skills and newer staff to develop confidence in their role. Professional development opportunities help staff to enhance children's experiences. For example, they feel more confident to support children's emotional development after attending a training course about mental health in the early years.
- Staff remind children to be kind to one another. Overall, children respond well and follow staff's guidance. However, at times, staff do not have agreed, consistent boundaries for children's behaviour. Children do not always clearly understand what is expected of them, which occasionally leads to minor conflicts and restlessness.
- Children show an awareness of good habits and routines that support their good health. For example, they know that milk 'makes bones strong'. They are familiar with routines, such as washing their hands before eating. They talk about how important it is to wash their hands properly to get the germs off.
- Staff provide a highly inclusive environment where all children are valued. They teach children about the differences and similarities between themselves and others in a very positive way. Children learn to understand the needs of others. They help their friends to take part in some activities they find difficult.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a clear understanding of their safeguarding responsibilities. They keep their knowledge up to date through, for example, close links with the local authority and frequent training. They are aware of current issues in their local community and how these could impact on children's safety and welfare. Staff know the signs of abuse and harm. There are clear procedures to ensure that any concerns for a child's welfare are recorded and reported swiftly and appropriately. Managers arrange extra support for families who need it. This helps to address difficulties at an early stage and minimises the risk of adverse impact on children's welfare and well-being.

What does the setting need to do to improve?

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

- give children more consistent boundaries and guidance to support their good behaviour even more effectively.

Setting details

Unique reference number	EY472497
Local authority	South Tyneside
Inspection number	10295244
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	12
Number of children on roll	6
Name of registered person	South Tyneside Council
Registered person unique reference number	RP519360
Telephone number	0191 4836630
Date of previous inspection	8 December 2017

Information about this early years setting

Stanley's at Jarrow registered in 2014. The nursery is located in Jarrow Family Hub, South Tyneside. Operating hours are Monday to Friday, from 12.15pm until 3.15pm, during term time. The nursery employs three members of childcare staff, two of whom hold relevant childcare qualifications at level 3 and one at level 5. The nursery receives funding to provide early years education for children aged two years.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken that into account in her evaluation of the nursery.
- The manager showed the inspector around the premises and talked about the curriculum and the way the provision is organised.
- The inspector and manager reviewed staff's teaching during two activities together.
- The manager and nominated individual met with the inspector to discuss leadership and management matters. The inspector looked at relevant documents provided.
- 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.

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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