

Inspection of Stanley's at Whitburn & Marsden

Whitburn and Marsden Childrens Centre, Whitburn Village Primary School, Cleadon Lane, Sunderland SR6 7NS

Inspection date: 29 April 2025

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 warm and supportive relationships with staff, who know them very well. From the start, staff and parents and carers work closely together to share information about children's needs and find appropriate ways to meet them. This helps to ensure that all children's care and learning needs are met well. Children develop confidence and feel safe in staff's care. They are excited to arrive each morning and show a strong sense of belonging in the nursery. Partnership working is a strength in this nursery. Staff use care and learning plans for children, which are based on shared expertise between staff and other professionals, to help to ensure that all children receive the support that they need to reach their full potential.

The curriculum is flexible and personalised to children's individual needs. Staff use their detailed assessments of children's development to identify what each child needs to learn next. They then focus their teaching on particular skills while they play alongside children. This helps to ensure that all children are supported to make good progress in their learning. Overall, staff take account of children's interests when planning activities. For example, when children show a keen interest in bugs, staff introduce magnifiers and encourage investigation. This supports children's positive attitudes to their learning.

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

- Staff implement learning plans that follow themes and topics. Currently, staff are teaching children about life cycles. Exciting activities, such as watching butterflies emerge from their cocoons, ignite children's curiosity and encourage their motivation to learn. Staff weave all areas of learning into activities. For example, children develop their mathematical understanding when they count the legs on bugs they find. This supports their overall development well.
- Support for children's language skills is strong. Staff speak clearly to children and give them plenty of time to respond. They model new words and amend their own language to match children's understanding. Children learn new words quickly and become increasingly articulate.
- Overall, children are keen to join in activities. For example, they enjoy feeding pipe cleaners through a sieve, which helps to develop their dexterity. However, occasionally, children are not able to fully pursue their interests. For example, although children become absorbed in creative activities, such as painting, these activities are at times limited.
- Staff generally understand the need for children to be active during their play. They provide outdoor play when children arrive so that they can release their energy and be ready to learn. Some children are active learners who prefer to be outdoors. However, time in the garden is restricted by the daily routine. When

indoors, some children lose focus and become slightly unsettled.

- There is a consistent approach to supporting children's good behaviour. Staff use positive language, such as 'kind hands' and 'feet on the floor'. Children respond well and learn to be kind to their friends. Staff offer plenty of praise and encouragement. This boosts children's self-esteem and confidence. They are keen to please staff and show pride in what they can do.
- Leaders and staff are reflective and work towards enhancing their provision. For example, they have improved the indoor learning environment to better support children's independence in their play. Staff benefit from plenty of support from leaders. They are keen to build on their skills. For instance, recent training has helped them to raise their awareness around inclusive practice.
- Children learn about the importance of healthy lifestyles. Staff teach them to check that their hands are properly clean when washing them before snack time. Children sing songs together at the table that teach them about the benefits of nutritious foods, such as how milk makes their teeth and bones strong.
- Parents appreciate the good communication from staff that helps them to extend their children's learning at home. For example, they link family outings to what children are learning in nursery. Parents say staff know their children extremely well and are thankful for the individual support and attention that helps them to thrive.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children to develop their interests more consistently, for example by providing more opportunities to be freely creative
- adapt daily routines to better support children who prefer to learn outdoors.

Setting details

Unique reference number	EY472358
Local authority	South Tyneside
Inspection number	10392876
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	8
Number of children on roll	8
Name of registered person	South Tyneside Council
Registered person unique reference number	RP519360
Telephone number	01915294819
Date of previous inspection	2 October 2019

Information about this early years setting

Stanley's at Whitburn & Marsden registered in 2013 and is located in South Tyneside. The nursery employs three members of childcare staff, of whom two hold appropriate early years qualifications at level 3 and one at level 6. It opens Monday to Friday, during term time. Sessions are from 9am until midday. The nursery provides government-funded childcare and receives additional funding to support disadvantaged children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum and the aims for children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and inspector observed and evaluated an activity together.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Leaders met with the inspector to discuss management of the nursery. The manager provided relevant documents to support this discussion.
- Parents spoke to the inspector and shared their views about the nursery.

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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