

# Stanley's at Hebburn

Bedewell Early Years Excellence Centre, Campbell Park Road, HEBBURN, Tyne and Wear, NE31 1QY



<b>Inspection date</b>	2 November 2016
Previous inspection date	3 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff know children very well and, overall, plan activities that support them to build on what they already know and can do. This helps to promote the good progress children make in all areas of learning.
- Partnerships with parents are highly effective. They visit the nursery and take part in activities with children and staff. They borrow resources and welcome advice on how to support their child at home. This helps to build on what children learn in nursery.
- Staff have formed very effective relationships with other professionals. They share information about children's progress and achievements. This helps to identify children who need extra support very quickly.
- Children benefit from a lot of praise and encouragement. This helps to promote their emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Staff are committed to providing high-quality care and a stimulating learning environment. They regularly reflect on their practice and make changes that help to strengthen outcomes for children. This contributes to their strong capacity for continuous improvement.

### It is not yet outstanding because:

- Occasionally, staff do not promote children's concentration, listening and attention skills to the highest levels during routines and planned activities.
- Younger children who prefer to learn outdoors are, sometimes, less well supported to play.

## What the setting needs to do to improve further

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

- review and improve the management of routines and planned activities and provide children with even more opportunities to develop their concentration, listening and attention skills
- extend opportunities for outdoor play and support those younger children who prefer to learn outdoors even more effectively.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability checks carried out on staff working in the nursery.
- The inspector spoke to a number of parents and looked at written feedback from other parents during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

All staff are qualified which contributes to their very strong knowledge of child development. Arrangements for the supervision of staff are good. Managers provide staff with opportunities to build on their knowledge and skills. For example, they attend training courses and share good practice ideas during staff meetings. This helps to build on the high-quality of teaching. Arrangements for safeguarding are effective. Staff are vigilant and know what to do if they have a concern about a child's welfare. Robust recruitment procedures and subsequent regular checks ensure that staff remain suitable to work with children. The management team closely monitors the progress that individuals and groups of children make. They use their findings to plan effective educational programmes that match children's learning needs and promote their continued good progress.

### Quality of teaching, learning and assessment is good

Staff complete accurate and timely assessments that help them to identify what children need to learn next. They gather information from parents about children's achievements at home from the outset. This helps them to plan effectively and promote children's progress swiftly when they first begin to attend. Children have many opportunities, overall, to make choices and staff skilfully support them as they play. For example, staff introduce mathematical language, such as number and position, as children walk over a bridge they build outdoors. Babies' physical development is well supported. Staff provide a wide range of sensory activities that encourage them to explore and investigate. Staff place activities at table height to encourage children to stand as they become more mobile.

### Personal development, behaviour and welfare are good

The key-person system is very effective. Children develop trusting relationships with staff and settle into nursery very quickly. Staff have very good knowledge of children's individual needs and meet these effectively. Staff support children to consider each other's needs and feelings. This helps children to develop respect and understanding for one another and show empathy for their friends. Children follow consistent guidance from staff and behave well. Staff support children to meet their own self-care needs effectively. This helps to promote their developing independence and prepare them for when they start school. Staff teach children about healthy lifestyles. For example, they learn about the importance of exercise as they feel their heartbeat following an active play session.

### Outcomes for children are good

All children, including those in receipt of early years funding, achieve well and make good progress. Most children are working within the range of development typical for their age and those who need additional support catch up quickly. Children enjoy their learning. They are motivated and enthusiastic to take part in activities. They confidently explore the environment, select resources and lead their own learning. They seek out friends to join their play. This demonstrates a positive attitude that helps to prepare them for more formal learning later in school. Children have many opportunities to make marks and enjoy regular song and story sessions. The environment is rich in words and numbers which helps to promote key skills in mathematics and literacy.

## Setting details

<b>Unique reference number</b>	EY446112
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	1060179
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	South Tyneside Metropolitan Borough Council
<b>Registered person unique reference number</b>	RP519360
<b>Date of previous inspection</b>	3 December 2012
<b>Telephone number</b>	01914287650

Stanley's at Hebburn nursery was registered in 2012. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday for 50 weeks of the year. The setting is closed at Christmas, on bank holidays and occasional training days. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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