

West Lea Park Day Nursery

Inspection report for early years provision

Unique reference number EY285574
Inspection date 02/07/2009
Inspector Angela Margaret Ellis

Setting address West Lea Park, off Heatherfield Road, Lowry Road, Tingley,
Wakefield, West Yorkshire, WF3 1TW

Telephone number 0113 238 1828

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Asquith Court Nursery has been registered since 1993 and belongs to a national chain of nurseries. It is a single storey, purpose built nursery with outdoor play areas. It is situated in Tingley, close to Wakefield and its motorway networks. It serves the local community and parents working in surrounding areas. The setting is open 51 weeks of the year from 7:30 to 18:00, Monday to Friday.

The setting is registered to care for a maximum of 89 children under six years at any one time. There are currently 91 children on roll aged from three months to under five years, some in part-time places. Care is also offered to children aged over five years to six years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs (SEN) and children with English as an additional language (EAL).

There are 18 members of staff working with the children, of whom nine hold relevant childcare qualifications. Other staff members are working towards a level 3 qualification. The nursery has support from the local authority and belongs to the Leeds Day Nurseries network. The setting is also a member of the National Day Nursery Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a welcoming and stimulating environment where their individual needs are effectively considered and met by a motivated and enthusiastic staff team. This enables children to make good progress within their learning and development. All aspects of the welfare requirements are effectively met. The key person system is well embedded and this contributes to working in partnership with parents and providing continuity of care for the children. Comprehensive self-evaluation and monitoring systems ensure the setting is proactive in developing their service; this includes welcoming recommendations highlighted through the inspection process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review meal times with babies to ensure that they have appropriate cutlery to develop their feeding skills and independence
- use the observations and assessments from others delivering the Early Years Foundation Stage to identify learning priorities within the planning
- ensure that the good systems in place to promote the health of children are consistently implemented by all staff to prevent the spread of infection.

The leadership and management of the early years provision

A key strength of this setting is the management's proactive approach to providing an environment that is inclusive for children, parents and staff. Their enthusiasm and commitment to their own professional development, provides a good role model and motivation for the staff team. For example, they access a variety of training courses and many are working towards higher qualifications. The setting is constantly reflecting on their practice and there are comprehensive self-evaluation processes that monitor and evaluate children's care and education. This means practitioners are proactive in identifying their strengths and take positive steps to bring about continual improvement. The self-evaluation processes are inclusive to all and practitioners, parents and children are encouraged to contribute their ideas. Most of the recommendations since the last inspection have been effectively implemented contributing to the setting's capacity to maintain continuous improvement. The setting also takes part in a quality assurance scheme, which provides further opportunities for reflection and self-evaluation to improve practice.

Partnerships with parents are good because all parents are welcomed and valued in the setting. Parents are actively encouraged to be involved in their child's care and learning. Key staff spend time with parents to gather information about their children, helping to build effective partnership with parents and provide consistency in meeting children's individual needs. Parents' evenings are held where parents are invited to have a meeting with their child's key person, which is an opportunity for them to explain how their child is learning and developing. Through accessing their child's progress records, parents' evenings and regular discussions with practitioners, parents are able to share and exchange information about their child's progress, interests and achievements. Links with others involved in the care and learning of the children and the delivery the Early Years Foundation Stage (EYFS) have been established in some cases. However, this is not the case with the local out of school provision some children attend.

The arrangements for safeguarding children are good. Practitioners provide a safe environment for children to play and learn through regular safety checks, supervision and through completing detailed risk assessments. Staff have accessed child protection training, resulting in them having a good understanding of what to do if they have concerns about a child's welfare. Through effective and comprehensive recruitment and vetting procedures, management ensure all adults are suitable to work with children. This includes carrying out systematic inductions, appraisals and supervision to monitor their ongoing suitability. Effective policies and procedures consistently implemented by practitioners promote all aspects of children's welfare and learning. This contributes to the efficient and effective day-to-day management and organisation.

The quality and standards of the early years provision

Overall, children acquire knowledge, skills and attitudes to enable them to make good progress towards the early learning goals. This is because most staff have a good knowledge and understanding of the EYFS. They observe children effectively

and find out about what they know, can do and enjoy. Through assessments, staff plan and organise the environment to ensure that every child receives an enjoyable and challenging learning and development experience. This enables staff to identify and plan for the child's next step that is tailored well to meet their individual needs.

Children develop well because staff know how to provide a stimulating environment through organising continuous provision in defined areas of play. This enables children to follow their own interests in activities where they can consolidate, refine and develop their skills in order to learn, develop and make progress effectively. Children are supported well by staff when appropriate, demonstrating that they know when and when not to intervene. Interaction between the children and staff is good. Staff ask open-ended questions to facilitate children's critical thinking. The children learn about the world and community they live in by accessing a wide range of resources that promote positive images of all people in society.

The children are enthusiastic and motivated learners and enjoy their time at the setting. They eagerly play with a wide range of stimulating and interesting activities that cover all aspects of their learning. For example, younger children explore the dough, sand, water and collage activities with enthusiasm. Older children eagerly explore the musical instruments, engage in role-play and look at books, confidently re-telling the stories to others. Some children are skilful at writing their name and the names of other family members, sounding out the letters as they write. Babies are inquisitive and express delight as they explore the sensory toys and activities. Children are an integral part of the planning process. Practitioners plan activities that support individual children's learning priorities through building on children's ideas and observations. Practitioners understand how children learn and develop and they use their knowledge to ensure children make good progress towards the early learning goals. In addition, through continually reflecting on their practice, they strive towards enhancing the opportunities they offer children.

Children's welfare and well-being are promoted well. For example, there are good systems in place to manage illness, infection and hygiene within the setting to minimise cross-infection and cross-contamination. However, there are inconsistencies by some staff in implementing these systems, which means they are not always as robust as they are meant to be. Children begin to learn the benefits of eating for their healthy growth and development well, as they are offered highly nutritionally balanced meals and snacks.

All children benefit from the same nutritious meals. Food is blended or chopped for the youngest children depending on their requirements. Older children are encouraged to be independent by serving themselves from tureens, which is very successful. However, the very young children are not offered a utensil at meal times to have a go at feeding themselves. Therefore, they are missing out on developing this vital skill and not developing their independence as well as they could be. The children thoroughly enjoy being active. They have free-flow play between indoors and outdoors and access a good range of resources, which contribute to encouraging children to lead a healthy lifestyle.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met