

Stanley House Kindergarten

Inspection report for early years provision

Unique reference number	EY280811
Inspection date	22/07/2009
Inspector	Joan, Patricia Flowers
Setting address	326 Croston Road, Farington Moss, Leyland, Lancashire, PR26 6PN
Telephone number	01772 421 924
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

Stanley House Kindergarten opened in 1990 and has been privately owned since 2004. The nursery is situated in the Farington Moss area of Leyland and recent internal work has taken place. This has resulted in the facility now operating from seven rooms in the detached house. The first-floor playrooms are accessed up a flight of stairs with no lift available. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 39 children may attend the nursery at any one time. There are currently 62 children on roll, all aged between birth and five years. Of these, 24 children receive funded nursery education. The setting is open each weekday from 08.00 to 18.00 for 51 weeks of the year. One of the owners manages the day-to-day running of the setting along with a staff team of 13 qualified or trained childcare practitioners. The setting is a member of the National Day Nursery Association with training and support accessed from the local authority Sure Start consultancy and teacher team.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children feel secure and settled at the kindergarten because staff know them well and recognise and value every child's individuality. Partnerships with parents and others are positive and staff take time to involve them in children's care and learning generally well. The setting's organisational systems, policies and procedures are clear and available and support the care of the children attending. Strategies for self-evaluation are being implemented, with the managers demonstrating their ability to reflect on their practice and make continuous improvements so that outcomes for children are promoted and enhanced further.

What steps need to be taken to improve provision further?

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

- develop staff's involvement in the evaluation of the setting's strengths and priorities for development
- continue to develop the ways in which parents review their child's progress and how they can regularly contribute to their child's learning and development record.

The leadership and management of the early years provision

Robust procedures for the recruitment and checking of new staff ensure that suitable and qualified adults care for children. The induction process for new staff is thorough and ensures they have sufficient knowledge to fulfil their role. Ongoing support through regular appraisals and close working relationships provide continuing opportunities for staff to develop their skills and understanding. A well-

planned programme of ongoing formal and informal learning opportunities ensures that skills are consistently updated. Recommendations made at the last inspection have been implemented and other improvements, such as the re-designed outdoor play area, demonstrate good commitment to continual improvement. The providers and senior staff are also using a range of methods to self-evaluate the provision. For example, by using Ofsted's self-evaluation material and by consulting with parents via informal discussions and annual questionnaires. This helps to identify areas for improvement and informs future strategies for planning and development. However, the wider staff team are not as involved in the formal process.

Children are well protected because the management and staff understand the procedures for safeguarding children and know how to implement them to protect children's welfare. Higher than required adult to child ratios are maintained at this setting. Staff are effectively deployed to ensure children receive consistently high standards of care and attention. Children are closely supervised at all times to promote their safety. Effective use of a broad range of comprehensive readily accessible policies and procedures further underpin children's welfare, boosted by the stable and well-established staff team.

Parents receive useful information about arrangements for their children's care and learning through a range of media. These include a comprehensive welcome pack, regular newsletters and informative well-captioned noticeboards. New parents and children have opportunities to visit the setting and enjoy several settling in sessions together. Time is taken between key workers and parents to discuss children's individual needs and requirements. Appropriate records are maintained to support this approach well. Ongoing daily communication ensures information continues to be shared and updated. Developmental records are readily available, although not every parent is aware that they can access these. Organised events for children and their families take place during the year, such as play and graduation days. These are held at the weekend so that as many parents can attend as possible. This gives additional opportunities for parents and staff to discuss children's time at the nursery and their progress. The nursery is familiar with the value of close liaison with other agencies, such as schools and health and education support services, to ensure that children's individual needs are met and coordinated.

The quality and standards of the early years provision

Staff have a very clear understanding of the learning and development requirements of the Early Years Foundation Stage. They make excellent use of their observations of children's abilities and interests to provide a range of stimulating play experiences that support children's play and continual learning. Children's individual interests frequently spark off activities that can benefit the whole group. Information gained from observations and discussion with other team members informs future planning by each child's key worker. These arrangements result in every child being able to access challenging and fun play and learning opportunities across all areas of learning, personal to them, so they make good progress in their all-round development. The children at this setting are

making good progress towards achieving the early learning goals, thus supporting their future economic well-being exceptionally well.

Children enjoy a great balance of adult-led and child-initiated activities. They have excellent access to a broad and interesting range of highly age-appropriate toys and equipment in each of their base rooms and outside, where the curriculum is continued. All children are able to make independent choices of what they wish to engage and play with as they confidently move between the set learning areas. For example, very young children are able to explore and learn about different textures and sounds when they discover the lace and the bells placed at just above floor height. Very young toddlers become confident at climbing on, and sitting astride, the small dog rocker and handle different sized objects and simple board jigsaws. Babies have opportunities to explore using paints and malleable materials and enjoy pushing the buttons on the activity games they play with their key worker. Older children confidently show adults the pictures they have painted and the puzzles they have completed. Staff support children in their choices and engage themselves in the children's play enthusiastically. Outdoor play is used well to extend and consolidate children's learning across the six curriculum areas. For example, as they take part in a physical education session outside, they count as they jump five times and practise their hand to eye coordination, throwing and catching the small balls in pairs and with staff. Children learn about what plants need to grow and watch the cows in the field with interest through the inspired, newly created vision panels in the solid fence.

Children of all ages enjoy opportunities to develop their independence. For example, young children find their own drinking bottle and help themselves to a drink. Older children select their cutlery at lunchtime and decide how much food they would like to eat as staff serve them their lunch all seated together. Children make their own sandwiches at afternoon teatime, selecting their crusty bread and slices of ham. Children behave well and follow the positive role models of the staff. Staff work consistently together to ensure children understand what is expected of them. Children seek support from staff and spontaneously go for hugs from their chosen staff member if they need a cuddle or reassurance. All children's achievements are acknowledged and staff praise and encourage their positive behaviour, frequently giving out 'Well done' stickers to promote children's feelings of self-worth. Consequently, children develop confidence and good self-esteem. They are caring and develop good relationships with their peers as they have frequent opportunities to socialise both in their own group rooms and with others throughout the nursery.

Children learn about good hygiene and health because they follow appropriate routines. For example, washing their hands before eating and after visiting the toilet. They are encouraged to learn about healthy eating and enjoy a balance of freshly prepared meals and snacks. Pre-school children enjoy the rolling snack time each morning when they can choose when to eat their fresh fruit. Younger children enjoy set snack times sitting together. Excellent images of healthy food options promote children's awareness and help them to develop healthy food habits for the future. They learn about how to look after their teeth when the dental hygienist comes to visit. All staff within the nursery are aware of every child's health and dietary needs, such as food allergies. This ensures that each child's needs are met

and their health and well-being is not jeopardised. Staff are consistently sensitive to children's care needs, for example, when settling babies to sleep or reassuring a young child when someone new is in their room. Children develop a good awareness of keeping themselves safe. For example, they understand why they walk indoors and know how to use equipment such as scissors safely. They develop an awareness of wider safety issues, such as what to do in the event of a fire through regular emergency evacuation practises. They learn first hand when the fire service comes to talk to them and shows them the fire engine and other equipment, such as the hose and uniforms. Children learn from the earliest age to value and respect difference in others, so that they grow up making a positive contribution to society.

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?	3
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?	1
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?	1
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?	1

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Annex B: the Childcare Register

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