

West Park Nursery and Out of School Club

Inspection report for early years provision

Unique reference number	EY303614
Inspection date	24/02/2010
Inspector	Nora Waugh
Setting address	Alderman Leach School, Alderman Leach Drive, West Park, Darlington, County Durham, DL2 2GF
Telephone number	07865 238 558
Email	
Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

West Park Nursery and Out of School Club was registered in March 2005 and is privately owned and managed. It operates from one classroom, the 'hub room' and the school hall of Alderman Leach Primary School in Darlington, County Durham. The wrap-around care operates from the foundation unit within the school. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. The nursery and out of school club serve children from Alderman Leach Primary School and the holiday club is open to children from other local schools. A maximum of 30 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight to 11 years. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 91 children on roll. Of these, 65 are under eight years and, of these, 45 are within the Early Years Foundation Stage. The setting is in receipt of funding for early education. It supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four members of staff working with the children and additional members of staff are available to cover when required. All of the staff hold appropriate early years qualifications; one holds a level 4 qualification, two others hold level 3 qualifications and one holds a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

West Park Nursery and Out of School Club provides a welcoming and caring atmosphere in which children can relax and enjoy themselves before and after the school day. For younger children the wrap-around service links seamlessly with the school nursery provision providing continuity and good quality care. Parents value the friendly atmosphere in which children play together accessing a wide variety of activities in small friendship groups. Staff know the children well as individuals and work hard to meet their needs and interests. Staff regularly review their provision and attend ongoing training to increase their knowledge and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review procedures to ensure that policies are regularly reviewed and updated
- extend and fully embed the key worker system for Early Years Foundation Stage children in order to better meet their needs.

The effectiveness of leadership and management of the early years provision

Good policies and procedures are in place to ensure that children are safe and secure including regular risk assessments and thorough safeguarding policies. Clear staff recruitment procedures check staff suitability to work with children. Child protection issues are well understood by staff members. All the necessary documentation and policies are in place, although there is no procedure in place to show that these are reviewed regularly. Self-evaluation is accurate in its judgements and thoughtful in evaluating provision. Priorities for future development have been identified, including some innovative ideas such as children developing their own risk assessments. Issues from the last inspection have been fully addressed.

Leadership and management are good and actively promote a setting that is well organised and friendly. The environment is attractive with a good choice of adult-planned activities but also allowing children to select and access what they want to play with themselves. This leads to the high levels of independence and responsibility seen in even the youngest children. Practitioner knowledge of the Early Years Foundation Stage is sound and improving with training. Children have a key worker while in the wrap-around provision in the nursery but this system is not fully developed in the out of school club.

Partnerships with parents are good and parents are very happy and positive about the setting and how much their children enjoy it. They exchange detailed verbal information at the end of each session and provide informative newsletters which keep parents informed about what the children have been doing and the care they have received. The partnership with the host school and the relationships with the staff in the early years unit are very good.

The quality and standards of the early years provision and outcomes for children

Wrap-around care operates in the school early years unit, with all staff and children being completely integrated. The only differentiation is when the children go with their key worker for group times to avoid repetition of their 'school' session. Children in the out of school club are collected in groups, signed in and settle quickly. The setting aims to be relaxing and to provide balance with the school day but also to allow children to continue learning. The focus activities are well planned to meet a wide variety of needs and recently introduced activity planning sheets make the link to the Early Years Foundation Stage framework clear. Children play in friendship groups and enjoy being with each other, the younger children benefiting from the older children acting as role models. The atmosphere is caring and children are really consulted with and involved in all aspects of the club. Assessment systems have been well thought out. During wrap-around care the staff observe children and contribute evidence to children's individual journals. In the out of school provision photographs are taken of children's learning and achievements. These are then made into individual

computer presentations to share with parents.

There is a good range of resources and activities in the out of school club and children are encouraged to decide what they want to do and to organise it themselves. This works well as demonstrated by a group who set up a car as part of their role play, dressed up and went on a journey. Other children play quietly at a computer or in the creative area. Outdoor activities are available including team games, bikes and wheeled toys, and growing a wide range of fruit and vegetables each year. Provision in the school early years unit is good with a wide range of opportunities for discovery, creativity and problem solving as demonstrated by children playing together collaboratively to set up a ball run with pipes and tubes to then play with together.

Behaviour management is good and children understand and follow rules that they have helped to create. All children are welcomed and included, with much thought going into the needs of individual groups. The range of resources and displays promotes diversity and responsibility as future citizens. A particular strength of the setting is how well children are encouraged to be independent and to make active choices about what they want to do. All aspects of being healthy and staying safe are covered well. Snacks include a good variety of fruit and vegetables for children to choose from. Children understand what they need to do to stay safe and why certain procedures are in place; for example, the children know that they wash their hands to stop germs.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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

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