

West Lea Park Day Nursery

West Lea Park Day Nursery, Lowry Road, Tingley, WAKEFIELD, West Yorkshire, WF3 1TW

Inspection date	01/11/2012
Previous inspection date	02/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The manager and her team of practitioners offer a warm and friendly welcome to all children and their families. Practitioners recognise children as individuals and demonstrate a positive attitude to providing an inclusive environment.
- A range of activities and experiences are provided that are appropriate for the age and stage of development of those attending. Consequently, children have suitable opportunities to make progress in their learning and development.
- The management team put a high priority on health and safety within the setting. The premises are secure with effective procedures being in place for the collection of children, ensuring that they are well protected. Practitioners undergo regular related training to enhance their practice to ensure that children's well-being is promoted.

It is not yet good because

- Babies have fewer opportunities to access the outdoor area.
- Role play areas within each room are not well resourced to promote children's imaginative development.
- Systems for self-evaluation are not always implemented effectively to consistently include the views of staff.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the playrooms and in the outdoor areas.
- The inspector held meetings with the area manager, the temporary manager of the setting and the deputy manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's action plans and a range of other documentation.
- The inspector took account of the views of two parents spoken to on the day.

Inspector

Cathryn Parry

Full Report

Information about the setting

West Lea Park Day Nursery was registered with the current owner in 2004 and is one of 79 childcare provisions owned and managed by Asquith Day Nurseries Limited. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Tingley area of Wakefield. It serves the local and wider community and is accessible to all children. There are fully

enclosed areas available for outdoor play.

The setting opens Monday to Friday from 7.30am until 6.30pm for 51 weeks of the year, excluding bank holidays. Children attend for a variety of sessions. There are currently 61 children attending who are within the early years age group, of whom 20 are under two years. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

The setting employs 21 members of childcare staff. Of these, two hold a qualification at level 6 in early years, two hold a qualification at level 4 in early years, 15 hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop further the educational programmes for physical development and expressive arts and design by: - giving babies further opportunities to access the outdoor area to promote opportunities for physical exercise and exploration in the outdoor environment - providing resources which are attractively organised in the role play areas to enhance opportunities for children to express imagination.

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

- develop further procedures for self-evaluation to effectively take into account the views of staff.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have attended training on the Early Years Foundation Stage. They demonstrate a suitable understanding of how to implement it appropriately, including how to promote children's learning and development. Appropriate levels of support are provided to ensure that all children have opportunities to make progress towards the early learning goals. Assigned key persons plan activities, taking into account children's interests, capabilities and starting points. Children have 'Incredible learning journals', which include regular observations and photographs linked to the areas of learning. These

identify the next steps in children's learning to inform future plans. Procedures for tracking children's achievements have recently been reviewed, which has a positive impact on the monitoring of their progress.

Children's personal, social and emotional development is promoted well. Practitioners encourage children to discuss how they feel, share, take turns and cooperate with their peers. Older children have daily opportunities to enhance their physical skills, including using large climbing equipment and manoeuvring sit and ride vehicles. Although babies explore equipment inside, there are fewer occasions for them to access the garden area. This impacts on them enjoying the benefits of playing outdoors, including accessing a more extensive range of equipment and taking pleasure in being in the fresh air helping to promote their physical development. Children's communication and language skills are encouraged through various activities, including songs and rhymes. This is complemented with some staff skilfully questioning children to extend their thinking. Practitioners nurture children's enjoyment of the written word. They provide a selection of books for them to look at independently and encourage them to join in with gusto at group story times. Practitioners display words in different languages to further support children who speak English as an additional language. Older children have good opportunities to use information and communication technology to enhance their learning. This includes accessing an interactive white board and computer. An adequate range of resources are available to promote children's mathematical thinking. This is further supported by the staff incorporating counting in children's play and displaying numbers in the environment. Children's creativity is promoted through planned and spontaneous activities. Examples of this are when they freely access musical instruments, manipulate malleable materials and make patterns with glue and paint. The playrooms have role play areas, including pretend kitchens. However, they are not attractively organised or well equipped to inspire children to participate. This impacts on children engaging in imaginative role play.

Parents speak highly of the setting. They are encouraged to be involved in their children's learning and development. An example of this is when they take the nursery teddy home or on holiday and write a diary of his adventures with their child. This involvement is further encouraged with displays within the premises of the Early Years Foundation Stage and related information being posted on the setting's website.

The contribution of the early years provision to the well-being of children

The key person system is particularly well established for the older children. Within the baby rooms, it is currently being monitored to ensure that their individual care needs, such as nappy changing are consistently undertaken by their assigned key person. All staff have friendly and caring dispositions, which help children to form secure attachments. Children behave well and from a young age are encouraged to show kindness and concern for their peers. Practitioners use simple explanation to raise children's awareness of how to stay safe appropriately. An example of this is when they remind children that the leaves on the play area are wet and they should take care in case they slip. The chef has worked at the setting for many years and plays an important role. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. Children are learning good personal hygiene through

consistent routines and positive role modelling. Practitioners have a suitable understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to reduce the risk of cross-infection and safeguards children's health appropriately.

Management are currently reviewing the resources. They are increasing the range of natural materials made available to children and reducing man-made resources. These are stored at the children's height and are not all yet effectively labelled to further promote free choice and independence. Practitioners demonstrate a suitable understanding of the benefits of linking with other providers where children receive care and education in more than one setting. This enables them to adequately complement and extend activities. The senior practitioner in the pre-school room has contacted local schools to enhance the smooth transition for children from the nursery to school.

The effectiveness of the leadership and management of the early years provision

The management team demonstrate a secure understanding of their responsibilities with regard to the learning and development and the safeguarding requirements. This includes monitoring the planning and delivery of the educational programmes. However, recent changes within the management of the setting have resulted in procedures not yet being fully embedded to monitor the effectiveness of delivery in all areas of learning. Consequently, some aspects of the educational programmes are not as well delivered as others. They ensure that all practitioners complete safeguarding training, in order to protect children. Risk assessments and daily checks of the premises and resources reduce the chance of accidental injury appropriately. A robust recruitment procedure is in place and implemented well. This ensures that all practitioners are checked with regard to their experience, qualifications and suitability to care for children. Regular team meetings and annual appraisals enhance practitioner's personal effectiveness within the setting. New procedures are just being implemented with regard to the supervision of practitioners to continually develop their practice. They undertake a range of training to develop their knowledge and enhance the learning and development opportunities, which they provide. This is particularly beneficial for the assigned key person of children with special educational needs and/or disabilities.

Practitioners demonstrate a good awareness of the necessity to work with other professionals where children need additional support to enhance their learning and development. Relationships with parents are good as practitioners keep them fully informed on a daily basis of their children's progress and welfare. This takes place verbally and with written diaries for younger children.

The management team have high aspirations for good quality care and education through ongoing improvement. Some of the practitioners have worked in the setting for many years. However, there have recently been some key changes. This has resulted in practitioners not being consistently involved in the self-evaluation process, which impacts on its effectiveness. Action plans devised by the management team are in place, which highlight areas for development. Many improvements have been made over recent

months, including the reviewing of the implementation of all policies and procedures. This has had a favourable impact on the setting as a whole. Verbal feedback is gained from parents, which enable practitioners to tailor the service provided to those currently attending. They also complete questionnaires. However, this information is collated by an external agency and takes some time to be cascaded to the setting. This impacts on its current relevance. The recommendations raised at the previous inspection have been positively addressed. This includes practitioners consistently encouraging good hygiene practices with children to prevent the risk of cross-infection.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY285574
Local authority	Leeds
Inspection number	885180
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	89
Number of children on roll	61
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	02/07/2009
Telephone number	0113 238 1828

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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