

# Paddock Day Care

Paddock Junior Infant & Nursery School, Heaton Road, HUDDERSFIELD, HD1 4JJ

## Inspection date

Previous inspection date

09/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Educational programmes for the children are good and they cover all areas of learning well. These are linked to children's interests and stages of development and as a result, children are making good progress in their learning and development.
- Children are happy, settled and eager to learn owing to the caring and attentive staff.
- Children with special educational needs and/or disabilities are supported well through the strong partnerships established with external agencies.
- Staff meet the safeguarding and welfare requirements well and as a result, they appropriately promote children's well-being.

### It is not yet outstanding because

- There is scope to enhance the information obtained from parents before their child starts at the nursery so that staff are completely informed of each child's starting points across all areas of learning.
- There is scope to improve partnership working with parents for some children in the under three years age group in order to help parents support their child's learning and development at home.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playroom and outdoor play areas.
- The inspector had discussions with staff, children and a parent.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Helene Terry

## Full Report

### Information about the setting

Paddock Daycare was registered in 2012 on the Early Years Register. It is situated in Paddock children's centre on the site of Paddock Junior Infant and Nursery School in Huddersfield, West Yorkshire. The nursery is managed by Paddock Junior Infant and Nursery School. The nursery serves the local community and surrounding area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The manager holds Early Years Professional Status and the school's foundation years teacher also works with the pre-school children. The nursery opens Monday to Friday all year round from 8am to 6pm. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the depth of information gathered of children's prior skills on entry to ensure all areas of learning are fully covered
- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents of children under three years so that they can support their child's learning at home.

## Inspection judgements

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

Children are progressing well in all areas of learning and development. This is because of the close relationships that they have with the staff who know them well and who know how to support and extend their learning. The staff have a good understanding of how children learn and the nursery's observation, assessment and planning processes are strong, particularly in the three to five year's room. However, some children's starting points in the under threes room are not always as clearly identified across all areas of learning. This occasionally impacts on staffs' ability to immediately plan activities to maximise progress from the beginning. Staff carry out observations of the children to

identify their next steps in learning effectively. This then links in with the planning of the activities that are age appropriate for the different ages and stages of the children in each play room.

Staff know children well and chat with parents regularly to share information about development and they also use daily diaries to pass information back and forth. Parents are given good information on how they can extend learning at home, especially in the three to five-year-olds room. For example, they receive information on how to use phonics, concentrating on specific letters of the alphabet. Although there is scope to improve information sharing opportunities for parents of children under three so they can support their child's learning at home.

Staff provide a very good range of activities for the children among the continuous provision, which enables children to make choices and develop their learning through their interests. They have lots of time to play and explore uninterrupted inside and outside. Toddlers delight in developing their balance as they attempt to walk on the low beams and obstacle courses, taking risks and showing pleasure in their achievements. They have opportunities to make marks in a variety of ways, such as using rollers and different sized paint brushes outdoors with water or painting on the easels. Staff provide children with lots of resources to help them discover different textures. For example, they enjoy playing with the chick peas in the tray, squeezing them to a pulp or playing with dough adding in oats and sand.

Children's communication skills are fostered very well. Toddlers enjoy repetition through songs and rhymes and to help children who speak English as an additional language a song is sung in Punjabi. During 'group time' three to five-year-olds are encouraged to talk about their experiences. As a result, they learn to listen to one another, take turns during conversation and learn to wait until someone else has finished speaking. Toddlers learn about shape, position and size as they play with the large tubes, trucks and cars. Staff support them as they send down the tubes different sized cars and trucks, using language, such as 'top', 'bottom', 'too big' and 'small'. Children are inquisitive and show excitement when they are shown the new magnifying glasses with voice recorders that have just arrived. They are keen to learn and quickly demonstrate their new found skills as they excitedly press buttons, talk into the recorder and then play back their voices, developing their understanding of technology. As a result, children are building their skills for their future development.

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

Children are beginning to learn about healthy lifestyles. They learn to wash their hands after using the toilet, being outside and before eating to reduce the risks of spreading germs. Children are provided with healthy meals and snacks that they enjoy and that are prepared freshly on the premises daily. Independence and choice is promoted well enhancing children's self-esteem and confidence. Children have good opportunities to be outside, keep fit, enjoy the fresh air and develop their physical skills. They have free access to the outdoors throughout the day and staff provide wet suits so that they can keep dry in the wet weather.

Children are happy, confident and demonstrate that they feel safe and secure in their surroundings. Children are supervised well at all times and staff are able to provide one-to-one care for children when necessary to make sure they meet every child's specific needs, including those children with special educational needs and/or disabilities. A key person is allocated to each child to help them form an emotional attachment with a member of staff. This helps the children feel content and secure and promotes their well-being effectively. Staff provide a warm, welcoming and caring environment where children learn to keep themselves safe as they play. For example, when children move between the activities with scissors staff remind children how they should be held so as not to hurt anyone. All staff are consistent in their approach towards the care of the children providing a calm atmosphere that is conducive to learning. Staff manage children's behaviour well using lots of praise and encouragement for their efforts, as a result children are very well behaved.

Staff manage children's transition between the nursery rooms and other settings effectively. Key persons supervise the transition of their children and gradually settle them in their new rooms. Information about children's development is shared between all parties and parents are encouraged to share their comments. As a result, children settle quickly.

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

Staff are fully aware of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They understand the procedures to follow if they have any concerns about a child in their care in order to protect their welfare. Clear recruitment, vetting and induction procedures are in place to check and make certain that staff are suitable to work with children. The manager helps staff identify their training needs through supervision and appraisals. Staff have regular opportunities to attend training to update their skills and knowledge and in turn this benefits the children's care, learning and development. Staff work well together and are consistent in their approach towards the children, which helps them feel safe. This positively impacts on their learning.

Effective evaluation and monitoring processes are in place that highlights the nursery's strengths and areas needing improvement. Management use various tools for monitoring the effectiveness of the nursery alongside the local authority. As a result, the nursery has a good capacity to continue to improve. Parents', children and staffs' views are taken into consideration as part of the evaluation process. For example, parents were consulted on the menus and a parent has made a suggestion for a fundraising event, which involves gathering together the cook's menus and selling them. Children have expressed their views on what resources they would like to have in the outdoor play area, which is currently being developed. They have also been involved in choosing the design of the cushions for the quiet area in the playroom. The manager monitors the educational programmes for the children by regularly reviewing staffs' practice and overseeing children's development records to ensure that all children achieve their full potential. The

nursery works well with other agencies to support children with special educational needs and/or disabilities. Staff needing extra support to meet the needs of some children are given training by outside agencies, such as health services. Children who speak English as an additional language are supported well. There are bilingual members of staff on the team and there are resources that represent positive images of diversity in all the playrooms helping children to feel welcome and to respect and value others.

Partnerships with parents are strong, which promotes the continuity of care and learning. Parents receive good information about the nursery and are welcome to talk with staff at any time. Mothers of the children recently attended a Mother's Day breakfast to help build relationships and there is a 'garden planting day' arranged for Father's Day. The nursery also works closely with local schools in the transition of children onto their new schools. Teachers are invited into the nursery to see the children learning in a comfortable environment and key staff visit the new schools with children to help them settle. Consequently, this enhances the continued progression of children's care, learning and development.

## 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 action. 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

<b>Unique reference number</b>	EY451549
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	894992
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Paddock Junior Infant and Nursery School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01484226565

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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, which are usually the childminder's 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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