

Stanley Day Nursery

Stanley Day Nursery, 78 Lake Lock Road, Stanley, WAKEFIELD, West Yorkshire, WF3 4HP

Inspection date

21/03/2013

Previous inspection date

19/07/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children and staff share a warm and affectionate relationship, resulting in children feeling happy, safe and secure.
- Partnership with parents successfully aids children to settle with ease. Staff aid parents to further children's learning at home, resulting in children making swift progress.
- Children have opportunities to participate in a broad range of interesting and challenging activities both indoors and in the outdoor play area.
- Staff have high expectations of children, aiding to further their independence, as they participate in experiences that are new to them with confidence.

It is not yet outstanding because

- Home languages are not fully embraced within the nursery, to help value linguistic diversity. This means that children's very good language skills are not promoted as well as possible.
- Opportunities for children to understand what a word is by using, for example, labels are not fully embraced. Therefore, their well-focused awareness of print is not developed as effectively as possible.

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.

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 held meetings with management, staff and parents.
- The inspector observed a range of activities in both the playrooms and the outdoor play area.
- The inspector sampled a range of documentation, including children's development records, policies and statements.
- The inspector checked evidence of suitability and qualifications of the staff working with the children and the self-evaluation form.

Inspector

Jan Healy

Full Report

Information about the setting

Stanley Day Nursery registered in 2006. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises in Stanley on the outskirts of Wakefield. It is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from four playrooms within the main building, as well as three further playrooms situated in the outdoor play area. There is also a wet room and sensory room and there is a fully enclosed area available for outdoor play.

The nursery employs 28 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional Status and one has Qualified Teacher Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Although the nursery opens from 6.30am upon request. Children attend for a variety of sessions. There are currently 182 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:

- display lists of words from different home languages, and invite parents to contribute to them to promote children's growing awareness
- create an environment that is rich in print where children can learn effectively about words.

Inspection judgements

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

Children and staff share a warm and affectionate relationship, resulting in the children arriving happily and feeling secure. Staff work successfully in partnership with parents, encouraging them to contribute to children's initial assessments, which they continually build upon. Such a partnership also enables staff to plan a broad range of interesting activities that sustains ongoing progression that begins with the children's interests. For

example, their interest in health led to a visit to a local museum, where children learnt about medical history and dentistry. Parents report how they are made to feel welcome to join the children on such outings, making for a successful team. They also report that they are kept up-to-date about the progress children are making and are supported in developing children's learning at home, for instance, in learning how to form letters and recognising numbers. 'Newsflash' is a document shared between parents and staff, to keep each other informed about any new progress being made. Although, staff do not work as well as possible in partnership with parents to incorporate children's home languages within their play, for example, displaying words in children's first language, to aid all children to feel even more highly involved and valued.

All children are making good progress in relation to their starting points and pattern of attendance. This is because staff have a comprehensive understanding about how young children learn and have a high level of awareness about how to progress learning and development. Staff plan a broad range of activities that support children's interests and which focus on the prime areas of learning. Staff are very happy in their role, which has a positive impact in the children feeling a wonderful sense of belonging. Therefore, they are confident in experiencing activities that are new to them. For instance, they wished to visit the seaside to build sandcastles, so staff organised a trip to Bridlington. They chat easily and children turn to staff for comfort when necessary. Children have plenty of opportunities to develop physically when taking part in outdoor play, as they climb on static apparatus and play ring games. Staff also plan for children's specific areas of learning, such as providing a wide range of accessible writing material with the older children being able to write their name clearly. However, not all areas are rich in print; this means children's very good awareness of the written word is not promoted as well as possible. Mathematics is taught through fun activities, such as weighing and measuring ingredients, during baking and singing counting songs and rhymes. Trips to the library stimulate children's interest in literature. They enjoy looking at books and listening to stories read to them by visitors invited into the nursery. Children experiment with musical instruments and enjoy listening to a variety of music played by the staff. They participate in many creative activities, with their imagination being extended with trips to an art gallery. Children celebrate major festivals, including Christmas, Chinese New Year and Easter, as well as their birthdays, which help to promote mutual respect and encourages children to value each other. Children who have special educational needs and/or disabilities are progressing well, due to staff's commitment and dedication in providing suitable care and adapting activities to enable all to participate. They work closely with outside agencies to seek further support and advice when necessary.

Children are fully supported in acquiring the skills needed to develop and learn effectively, so they are ready for their next stage in their learning as well as preparing them for school. Teaching methods successfully result in children's needs being met, as staff build an easy rapport and create a welcoming setting where children are eager to learn. Staff provide challenge for the older or more able child and spend the majority of their time interacting and playing with the children to help extend their learning. Staff consistently pitch questions at the right level for each child, with open-ended questions, which encourage children to think and demonstrate what they know and understand. Staff observe and assess learning regularly and use this information to plan what children need to learn next. They encourage children to solve problems during play, such as to work out

how to make use of computer technology. They value children's individual learning styles, such as recognising that some children learn better in the outdoor play area and so plenty of time is awarded to this activity.

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

Each child has a key person assigned to them, which is extremely successful in raising children's self-esteem and confidence. This is due to children being able to seek the assistance and comfort of an adult who knows them well. Staff have high expectations of children, and as they are secure, this results in them learning to manage their own behaviour, making for a harmonious atmosphere. They are considerate to their friends, for example, helping them to unfasten their buttons when preparing for play in the wet room. Staff manage transitions between playrooms extremely well, with children having plenty of opportunities to visit for short periods, which is gradually lengthened until children settle happily. They also play together in the outdoor play area and join each other on many outings.

Children are developing an understanding about the importance of leading a healthy lifestyle. They cultivate various vegetables and learn about the foods that are good for their growing bodies. Children benefit from freshly prepared food cooked on the premises by a chef and alternatives are always available to the menu.

Children are learning about the importance of self-care, resulting in them becoming ever more independent, for example, putting on their own coat for outdoor play. Staff work directly with the children for much of the time and make effective use of the resources that are available. Suitable and age-appropriate resources are stored within children's reach, such as a wide range of books, games and dressing-up clothes that children access independently.

Children are learning to keep themselves safe during play, such as when handling scissors and when on trips and outings, for example, they learn about road safety. Staff teach children about how to manage risks when playing with their friends, such as to consider the need for possible extra space while being adventurous and exploring their learning environment.

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

Staff have a comprehensive understanding of the safeguarding and welfare requirements, with management following effective procedures for appointing and vetting new staff. They have a very clear understanding about how to protect children should they have a concern, and there is a recently updated written policy to which all staff adhere. Children are cared for in a safe and secure environment and staff carry out daily visual checks, enabling them to minimise potential risks to children.

Partnership with parents is strong. Parents report that staff are 'friendly' and they appreciate staff teaching them about the Early Years Foundation Stage, as this helps them

to continue children's learning at home. They are kept up-to-date about their children's progress and have the opportunity to share their opinions and concerns during arrival and departure, as well as pre-arranged times. Useful information is sought about local schools to aid parents make their final choice about the children's future education.

Good partnership working with a broad range of professionals help to target, support and review the arrangements for children with special educational needs and/or disabilities, which include the local authority. They also establish links with a local children's centre that children also attend, resulting in consistency of care and learning.

Staff work extremely well as a team, making for a pleasant environment. They meet regularly to review and evaluate their practice and share an ambition to help continuously improve outcomes for children. There is an effective system of identifying areas for development within all playrooms and garden, that all staff participate in. Planning and assessment are suitably monitored with sufficient depth and breadth, which enables staff to target individuals who require extra support and to seek appropriate intervention.

An effective system for performance management is consistently applied, which leads to an effective and well-established programme of professional development. A method of self-evaluation takes into account the views of children, staff and parents, to help drive improvement and supports children's achievement over time. Weaknesses are identified and action plans help to tackle and make continuous improvement. Recommendations made at the previous inspection have been successfully tackled.

The inspection took place due to a child being left behind at a school, who was to attend the after school club. Staff recognise the severity of this and have put in place additional measures to ensure this does not reoccur. For example, the adult: child ratio is now higher to further ensure children's safety. The deployment of staff is improved for the benefit of children. Thorough risk assessments take place and there is a much improved liaison with the school, to help eliminate any safety issues. A register of children's names is retained and is shared with the school, so both parties are fully aware of the children who will be attending the club. Any incidents concerning children's well-being are successfully reviewed, which helps staff to continually improve the environment for children.

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 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

Unique reference number	EY335672
Local authority	Wakefield
Inspection number	904661
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	182
Name of provider	Stanley Childcare Ltd
Date of previous inspection	19/07/2010
Telephone number	01924 835094

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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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