

Crigglestone Day Care

Crigglestone Nursery School, High Street, Crigglestone, WAKEFIELD, West Yorkshire, WF4 3EB

Inspection date

Previous inspection date

08/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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

- Practice is generally sound and there are reasonable expectations of all children. This ensures that children continue to make satisfactory progress.
- Educational programmes satisfactorily cover all seven areas of learning. This ensures that children gain sufficient skills in preparation for the next stage in their learning.
- The well-being of children is promoted very effectively. This enables children to form secure attachments, and settle quickly.

It is not yet good because

- The systems for staff appraisals and monitoring practice are not good enough. This means inconsistencies in practice and knowledge have not been successfully targeted.
- A number of mechanical toys did not work. This prevents children from making sense of how technology works.
- Opportunities for children to further develop their independence are not maximised.
- Partnerships do not include all schools children are to attend. This means some children are not fully supported in their transition to school.
- The quality of teaching is not consistent. For example, some practitioners are less confident in the use of open-ended questions. This means that children make satisfactory progress as opposed to good.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all play rooms and the outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners working with children, and discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation, and held discussions with children.

Inspector

June Rice

Full Report

Information about the setting

Crigglestone Day Care was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated within Criggleston Nursery School in the Crigglestone area of Wakefield, West Yorkshire, and is managed by Crigglestone Day Care Limited. The nursery serves the local area and is accessible to all children. There are two fully enclosed areas available for outdoor play.

The nursery employs 20 members of child care staff. Of these, 17 hold appropriate early years qualifications at level 3 and above, including two at degree level, one at level 6, one at level 5, two at level 4, and 11 at level 3. The nursery opens Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 103 children on role in the early years age group. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who have special educational and/or disabilities.

What the setting needs to do to improve further

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

- ensure regular staff appraisals are carried out to help identify weakness in practice and individual training needs
- extend practitioners' knowledge of how to extend children's learning through the use of more open ended questions that encourage children to think and consider what else is possible.

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

- enhance opportunities for children to develop further their independence skills, such as serving themselves at lunch time
- enhance partnerships with other schools to support all children in their transition on to full time education
- when planning the educational programme for Understanding the world, ensure resources to aid children in making sense of how technology works are fitted with batteries.

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

Practitioners demonstrate a satisfactory knowledge and understanding of how children learn and they have reasonable expectations of all children. Children are supported in developing their skills in the key learning areas of personal, social and emotional development, physical development and communication and language. This helps children to become ready for the next stages in their learning and the move onto school. Children are provided with a learning environment that is generally adapted to take account of their individual interests. The selection of resources and activities adequately promotes children's learning through play. However, a number of mechanical toys do not have working batteries. This prevents children making sense of how technology works and so hinders their learning in this area.

Planning has a particular focus on communication and language, physical development and personal social and emotional development. For example, practitioners encourage children to join in with small group activities to help them learn to share, take turns and make compromises. This helps to develop children's personal, social and emotional skills. Children whose starting points are below those of other children for their age, are shown

to be improving steadily over a sustained period. This means the gap in their learning is closing.

Practitioners are friendly and approachable, and talk generally to children about what they are doing. They show an interest in what children are doing, and on the whole support children in their chosen activity. Most practitioners make reasonably good use of open ended questions to help children to think about what they are doing. However, not all staff are as confident at using this technique and this results in activities and experiences that sometimes lack challenge. As a consequence, children make satisfactory progress, as opposed to good. During focused activities, children listen carefully to what the practitioner says as they are encouraged to count and write their name. When children are asked how many fingers have been drawn, they are given time to think and then count out loud to five. Children are praised and the counting is extended as the practitioner encourages and supports them to count up to ten. Children are given the opportunity to talk about people who are important to them as they are asked who their pictures are for. Children are very proud of their work and place it into their personal work drawers to 'keep safe' and take home later.

The systems in place to help practitioners identify what children can do are developing well. Practitioners use written observations, photographs and examples of children's work to compile a progress file which is shared with parents. Two-year-old assessments are completed in a timely fashion. A summary of achievement is prepared and shared with some of the schools children are to attend, and this provides clear information about what children can do. However, not all schools are involved in this arrangement. Consequently, not all children benefit from gaining emotional and practical support during their move onto school. Systems in place to promote partnerships with parents are generally effective. Parents are encouraged to share information about children's home care routines, and what they can do at home. Children regularly take their work home, including their pictures, and this helps parents gain an understanding of what their children are learning. Parents receive daily information about their children's well-being and achievements, and newsletters keep parents informed about what is happening at the provision.

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

Good health and well-being is well promoted through effective planning that ensures children benefit from regular outside play. This promotes children's physical well-being and supports their enthusiasm for being outside in the fresh air. Children are provided with healthy balanced snacks, and freshly cooked meals that take full account of specific dietary needs and allergies. They help themselves to breakfast, and regularly help themselves to fresh water. This helps children take responsibility for keeping themselves healthy. Good hygiene practices are well implemented, with children washing and drying their hands thoroughly before meals, and after using the toilet. There are clear routines and procedures in place for preventing cross infection, particularly in relation to normal childhood illnesses. This helps to protect children's health and well-being. Children are learning to develop an understanding of dangers and how to stay safe through their daily

routine and activities. For example, they hold firmly onto the hand rails as they carefully negotiate a number of steps to the outside play area. Children are very well behaved and confident, and there are clear expectations for good behaviour that is effectively role modelled by practitioners. Children move freely within an environment where they choose and select the resources and activities they wish to participate in. This helps to develop their independence.

The key person system is well-established and ensures that onward transitions, such as from home into the provision, are very well managed. Children are helped to make a smooth transition initially through visits with their parents. Practitioners make good use of this opportunity to learn about what children can do, and their individual needs. This helps practitioners plan effectively for the children's first day. As a consequence, children settle quickly. Children show through their body language that they are happy and feel safe. Children who become tired or unsettled seek out a familiar face. They are reassured and comforted by staff who respond quickly to them. This shows children have built trusting relationships with adults. There are well established links with the main school children attend. For example, practitioners and teachers arrange to visit each other's provision, and share information about children's progress. This successfully promotes and supports children's transition into school, and helps children become emotionally ready for their next stage in learning. However, there is scope to improve this, as there remains a couple of schools where the link is not as firmly established.

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

This inspection took place following a notification from the provider that a child was allowed to leave with another child's parent. When the mother arrived to collect her child she was unaware that this had been allowed. The manager reported the incident to Ofsted. The child's father raised the concern that he had not given permission for his child to leave with another parent. The inspection found that, although the setting's policy relating to who can collect children was followed, this procedure was not sufficiently robust and open to human error. As a result, the procedures for children being collected have been reviewed and amended and additional safeguards put in place. For example, written permission is now sought before children are allowed to leave with any other person in order to minimise the risk of such an incident reoccurring. In addition, the manager has provided a written copy of this procedure to parents and practitioners.

The systems for planning, assessment and observation of children's progress ensure that children with identified needs are targeted. Along with established partnerships with outside agencies this means that support is sought and gaps are closing. Children are suitably prepared for their transition within the setting, and into the main leader school, but there is more to do to support children leaving to attend other schools. The systems for monitoring the performance of practitioners are understood. However, the system to identify a programme for professional development through supervision and appraisals is not firmly established. This means that inconsistencies in practice and knowledge has not yet been addressed through a targeting training programme. Practitioners have a sound

understanding of the safeguarding and welfare requirements. There is a written child protection policy, and practitioners demonstrate they understand the procedures they need to implement in order to protect children. Practitioners were able to name signs and symptoms of abuse. Visual risk assessments are carried out on a regular basis inside and outside the provision to ensure possible risks are minimised. For example, practitioners visually check the outside play areas before children go outside. Entry to the provision is secure, and practitioners are vigilant at ensuring gates and doors are closed behind them. This means that children are kept safe. All required documentation is in place and includes procedures to be implemented in the event of lost and uncollected children.

The Childcare Register

The requirements for the compulsory 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	EY458824
Local authority	Wakefield
Inspection number	931365
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	103
Name of provider	Crigglestone Day Care Ltd
Date of previous inspection	not applicable
Telephone number	01924303290

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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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