

# Silkwood Private Day Nursery and Creche

Total Fitness, Silkwood Park, Fryers Way, Wakefield, West Yorkshire, WF5 9AD

<b>Inspection date</b>	17/09/2013
Previous inspection date	11/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff provide a well-organised and enticing environment. This ensures that children have plenty of space and encourages children and babies to explore and become active learners.
- The nursery provides parents with very good information on how to extend and support their children's learning at home.
- Children remain safe, as staff understand and implement effective policies and procedures and help children to understand how to keep themselves safe within their environment.
- The management team and staff use self-evaluation very effectively to identify areas of strength and areas for development. Parents and carers, children and staff all contribute ideas and this means that action plans are well targeted.

### It is not yet outstanding because

- Staff have high expectations of children's abilities and as a result, they achieve well. However, some aspects of the daily routine are too challenging for the younger children when they are tired. This occasionally impacts on their emotional well-being.
- There is scope to strengthen the key person system, to build stronger bonds with parents and enhance the continuity of care of every child.

## **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 observed activities in all the play areas and the outdoor learning environment.
- The inspector spoke to the management team, parents, staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at some of the required documentation, sampled policies and procedures and an example of children's developmental records in each play area.

## **Inspector**

Helene Terry

## Full Report

### Information about the setting

Silkwood Private Day Nursery and Creche was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in rooms in the Total Fitness Leisure Complex on the outskirts of Wakefield, West Yorkshire. The nursery is owned and managed by a private company ZA (UK) Limited. The nursery serves the local community and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 16 members of staff. Of these, 13 hold appropriate early years qualifications at level 3. One member of staff holds a foundation degree in early years and another has attained Early Years Professional Status. There are three members of the team, who are currently studying for foundation degrees. The nursery opens Monday to Friday 7.30am to 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 69 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- review the routines of the day for the younger toddlers in the 18 months to 3 years play area, so that challenges set for them are more appropriate to meet their emotional needs. For example, by visiting the bathroom and having rests at more flexible times of the day
- strengthen the key person system by ensuring that the child's key person is always available to speak with parents about their child's day at the nursery.

## Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and use this very well to support children in their learning and development. As a result, children are making good progress and are developing skills in readiness for school. The child-centred environment is appealing and contains a variety of rich and imaginative resources, which promote children's learning through a wide range of learning experiences. Staff ensure that the activities in each play area, whether adult-led or child-initiated, inspire children to become

motivated learners.

Staff promote children's communication and language skills well. They sit at eye level with the babies and engage them in a range of activities to help them explore using their senses. Staff sing songs with them and engage in playful interactions that encourage babies to respond to them. Staff follow babies' lead by repeating vocalisations and showing babies that they are fully involved in their activities. They encourage the babies to play with the heuristic resources made from natural materials and babies explore a variety of different coloured materials and objects that help them understand the world. Babies crawl to their favourite toys and press buttons to see what happens. Staff promote babies physical development by encouraging crawling movements when they place objects just outside their reach and then clap and praise their achievements.

Toddlers delight in singing their favourite songs and rhymes and they enthusiastically copy staff's actions to the songs. Staff make songs more fun by helping children recognise the rhythm in songs by singing them fast and more slowly. They provide opportunities for children to experiment using musical instruments and investigate the different ways in which they can be played, consequently, they enhance children's creative development. Toddlers shake bells, hit drums and use their feet on the musical footpads to create sound. This is further developed in the pre-school area to help children understand about the importance of listening and taking turns in the art of developing communication skills. For example, children tap and clap out rhythms using bells, the tambourine and their hands. They develop their vocabulary as they learn the different names of the instruments and staff use phonics to help children recognise the initial sounds of words. Staff sit and chat with the children as they play and children enjoy talking about their home life, friends and family. As a result, children build their self-esteem and confidence, knowing that staff value their differences. Staff provide lots of opportunities for children to represent their thoughts and feelings as they paint, make collages and play with manipulative materials, such as play dough.

The interests of individual children are integrated into the planning of the activities, which inspire and challenge them. However, some of the challenges set for the younger children are occasionally too high. For example, the routines followed by the older children, such as at bathroom and lunchtime can become stressful for the tired younger children, which results in some of them occasionally becoming upset.

Staff complete observations and assessments on the children as they progress towards the early learning goals. The next steps in children's development are clearly identified. These are used to inform the planning of the activities. Parents contribute to their children's learning by sharing 'wow' moments from home and commenting in the daily diaries. Staff undertake initial assessments when children first start at the nursery and parents support them in this process. This helps staff identify children's developmental starting points upon entry to maximise their progress. Parents are also given very good information on how they can support their children's learning at home. For example, a display board in the entrance/parents area gives parents information on how to extend their children's communication and language skills. They also receive good information in the regular newsletters. Parents have recently attended 'stay and play' sessions where they observed what their children learn as they play. This consistent approach supports children's needs

between home and nursery and extends learning well. Parents are kept well informed of their child's progress through parents' evenings, assessments, diaries for the babies and daily verbal feedback. Staff implement highly effective systems to record children's progress at two years. They arrange parent consultation meetings, where both parties share their knowledge of how children are developing in the prime areas of learning. This effective partnership enables staff to write accurate reports and highlight any difficulties early on to support young children's needs.

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

Children are happy and settled in the warm and welcoming environment because of the close relationships that they have with the staff. There is an established key person system in place for every child. The key person is responsible for recording and planning for the children's development. However, children's key person is not always the person, who feeds back to parents about the child's day or who addresses the child's care needs. Consequently, this does not fully enhance partnership working to maximise continuity of care. Staff respond sensitively to young children's quickly changing needs. For example, when a baby starts to rub their eyes, staff recognise this sign that they are becoming tired, so settle them for a sleep. Staff support parents' wishes regarding babies' routines. For example, breastfeeding mums are encouraged to come into the nursery to feed their babies as required. Staff use a gradual settling-in period with new children and their parents to ensure that they feel secure. The preparation and support given to children by staff as they move onto school or through the nursery to their new play areas is good. Staff complete 'transition forms' that give new carers/teachers information about their developmental milestones, so that their needs can be planned for immediately.

Staff encourage children to become very independent within the nursery. Pre-school children take care of their own needs, such as toileting and hand washing. From an early age, staff support children to develop skills, such as dressing themselves and children confidently tackle buttons and zips as they dress to play outdoors or put on their uniforms for school. At snack and mealtimes, children pour their own drinks and serve their own food, which boosts their confidence and self-esteem. Pre-school children enjoy using the brush and dustpan to sweep up the glitter after activities and confidently place the rubbish in the bin. Staff encourage the children to share and take turns during the activities and older children help one another to complete jigsaw puzzles and then congratulate one another for their achievements. This demonstrates that children are building social skills to support their future development. Staff use consistent messages to support children's understanding of acceptable behaviour. They talk with children about the consequences of their behaviour on others and encourage empathy, so that they think about others. Through managing children's behaviour, staff support children's understanding about how to keep themselves and others safe. Children confidently take risks as they climb the slides, use large apparatus and the scissors. To prevent children from running and jumping indoors, staff remind children of the 'rules' by asking, 'What might happen if we run and jump indoors?' Children respond confidently by saying 'We will get hurt'. Children are praised for their achievements and receive rewards for positive behaviour. As a result, children are well behaved and display good manners.

Staff provide children with healthy snacks of fresh and dried fruit and they eat well-balanced and nutritious meals. There is a wealth of information displayed on walls in the dining area about health eating and staff talk with the children about food that is good for them. As a result, they learn how to make healthy choices. Drinks are readily available throughout the day, so children can help themselves at anytime. Children happily sit in small groups at mealtimes and they talk with their friends and staff, which successfully develops their social and communication skills. Babies demonstrate independent self-care skills, as staff provide them with suitable cutlery and encourage them to feed themselves. The nursery has a 'gold award' for healthy eating, awarded to them by the local authority.

All children benefit from fresh air daily as they have lots of opportunity to enjoy the outdoor environment in all weathers. Staff provide children with wet suits, so that they can enjoy playing outdoors in the wet weather and benefit from the learning opportunities that the varying seasons bring. All areas of the nursery are very well equipped to support children's learning. A wide range of toys and equipment for the different ages and abilities of children supports their all-round development both indoors and outdoors.

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

Leadership and management in the nursery is good. The management team have high expectations for the quality of care and learning that is offered to children and families. All the documentation and procedures are regularly reviewed and updated to ensure that all of the requirements of the Early Years Foundation Stage are met effectively.

Comprehensive recruitment and vetting procedures means that all staff have appropriate checks regarding their suitability to work with children. The induction programme provides good support to new staff to ensure that they are fully aware of their roles and responsibilities. The appraisal system is implemented, so that training and professional development is tailored to both the staffs' needs and to those of the nursery. Staff are set action plans for continued development and ongoing training to maintain a skilled workforce. Management regularly review staffing rotas to ensure that adult to child ratios are met at all times. Underperformance is managed well through regular supervision and training. The management team are hands on in the nursery and regularly observe and review the work of staff. Staff are also encouraged to complete observations of the management team, which feeds into their appraisals with the owners of the nursery.

The evaluation and monitoring systems within the nursery are strong. They successfully identify the nursery's strengths and areas for development. All the recommendations raised at the previous inspection have been addressed to enhance the development of the children. The nursery works closely with the local authority's development team and acts on any advice and support given to develop the nursery further. In addition, parents and children are invited to add their views about the nursery to feed into the evaluation process. The management team look at the positive and negative feedback from the surveys and implement changes. For example, parents have been involved in the planning of the outdoor play area and their views about the menus have been taken into consideration. The management team make sure that the nursery is constantly evolving,

showing their good capacity to continually improve.

The premises are very secure throughout the nursery, so no unauthorised person is able to gain access and children cannot leave unattended. There are stringent procedures for admitting visitors and parents and these were observed to be followed by the staff. Risk assessments of the premises and outings, completion of regular fire drills and qualified first aiders means that children's well-being is carefully considered by staff. Children's safety is effectively promoted through the implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. Staff regularly update their safeguarding training in line with the nursery's policies.

Parents are provided with excellent information about the nursery to enable them to be aware of everyone's roles and responsibilities. The parents area, in the entrance, has a wealth of information for parents to peruse. This gives them information about the nursery's policies and procedures, mission statement, menus and how to extend their children's learning at home. There is information about how to keep their children safe at home and in the play areas, daily routines and the planning of the activities are displayed. Parents also have the parents' notice boards and regular newsletters. Staff are aware of the need to link with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children where this is required, therefore, ensuring that services are in place to support a child as soon as possible. The nursery develops links with the other providers of the Early Years Foundation Stage where children attend more than one setting effectively.

### **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

<b>Unique reference number</b>	EY379798
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	936063
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	69
<b>Name of provider</b>	ZA (UK) Ltd
<b>Date of previous inspection</b>	11/05/2009
<b>Telephone number</b>	01924 416128

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

