

Paddock Day Care

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

Inspection date

27/01/2014

Previous inspection date

09/05/2013

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 requires improvement

- Staff support children with special educational needs and/or disabilities very well. They plan and work jointly with everyone who is in contact with the child. This coordinates support and promotes learning effectively.
- Children are happy and settle well within the nursery because the staff are caring, friendly and supportive.
- Children behave well and play happily together. This is because the staff use consistent and clear boundaries to help children to understand and follow the rules of the nursery.

It is not yet good because

- Risk assessments are not always swiftly updated to reflect changes made to safety within the nursery. This potentially allows new staff to not be clear of current practice.
- Staff do not consistently use their observations of the children to monitor children's development across all areas of learning. Therefore, gaps in children's learning are closing slowly.
- Staff do not always gather enough information from parents when children first start to support children in their home language and ensure that their needs are robustly met.
- Opportunities for making marks and to enable children to observe writing are not maximised in the outdoor play area to ensure the consistent progress of early writing skills.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the management team, staff, parents and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector conducted a joint observation with the manager.

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 11 members of 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 65 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the gaps in children's learning are closing and improve observations and assessments by ensuring that all staff consistently monitor children's progress across all the areas of learning
- ensure that care and learning is tailored to meet the needs of each child, especially children who speak English as an additional language, for example, by obtaining words from home in the child's own language
- update risk assessments to reflect changes made to safety within the nursery to ensure that all staff are informed of current practice.

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

- improve opportunities for children to further develop their literacy skills by providing an outdoor play area that is rich in print and has more resources to enable children to mark make.

Inspection judgements

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

Staff have a generally good knowledge and understanding of the Early Years Foundation Stage learning and development requirements. They understand how to promote children's learning and development and educational programmes cover all areas of learning. However, the quality of teaching is variable. In addition, some staff do not consistently use the information they gather through their observations of their key children to monitor children's learning and development. This means it is not always clear what stage of development children have reached and this does not help staff plan activities to close gaps in children's learning robustly. Therefore, children are making satisfactory rather than good progress.

Parents are generally well involved in their children's learning. Most staff gain good information from parents about what children already know and can do when children first start at the nursery. Home and settling in visits are also used to enable staff to gather information on children's starting points so that activities reflect children's interests. Parents view their child's development records and these are also shared with them during parents' evenings. This enables parents to continue their child's learning at home. Staff complete children's progress checks at age two and share these with parents. Consequently staff are able to identify early on any concerns in children's learning and development. The needs of children with special educational needs and/or disabilities are promoted well. Individual educational plans are used to support children and foster their development. The nursery provides one to one support for those children who require extra help. Staff are aware of the need to provide additional support for those children who speak English as an additional language. However, in practice, this is not consistently met or rigorously pursued for all of the children.

Children take part in a wide range of activities that cover all areas of their learning and include both child-initiated and adult-led activities. Staff play alongside the children and engage them in play. Some staff use their good knowledge of the characteristics of learning and use sustained shared thinking to encourage children to find solutions to problems. For example, as children play with the playdough, that has become very sticky, staff ask, 'What can we do to stop the dough from sticking?' Children make suggestions, such as sticking tape on it and washing their hands. The member of staff then encourages the children to try their suggestions. On realising that this has not worked the member of staff suggests, 'I wonder if it will help if we add more flour?' Children then help roll the dough in flour and show pleasure in their success. Consequently, children develop skills in predicting outcomes and learn to test their own ideas. This enhances their critical thinking skills. Staff provide opportunities for children to use their senses to explore, investigate and observe changes to materials. Two-year-olds enjoy playing with the artificial snow exploring its texture and observe the changes as ice melts. Staff encourage language skills by asking children to talk about what they see and how the materials feel. Staff support children's communication skills suitably when they model language and repeat and restructure sentences. Staff facilitate group conversations where children enjoy sharing their news about home life and interests. This helps children develop listening and

speaking skills. However, children who speak English as an additional language are not always fully supported to take part in these sessions. Never the less, bilingual staff do sing songs with children to show that their home language is valued. Staff provide opportunities for children to develop literacy skills. They look at books with the children, children have opportunities to use a variety of medium to write, draw and make marks. There is writing displayed on the walls in the indoor play areas. In addition, at lunch time pre-school children develop an understanding that writing has a meaning when they read and answer a question, such as 'How many children are sat at the table'. However, there are fewer opportunities to make marks and observe print outdoors. Overall, children are developing the skills that they need for their future development in readiness for school.

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

The key person system overall works generally well, this helps children form sound emotional attachments to a special person. Children show they feel confident around adults and happily move away to explore. Those children who are new to the nursery are given extra support to enable them to engage in play. A gradual settling-in period is used for all children to enable them to settle quickly. This includes a home visit by their key person. As a result, staff get to know the child and their parents, this helps staff meet the needs of the child. However, staff are not always as proactive as they could be in obtaining information from parents to help support children to use their home language during play and learning. Staff support children well in their move through the nursery and onto school. Information about development is shared and teachers are encouraged to visit the nursery to observe the child in familiar surroundings. This supports a smooth transition.

Children become independent learners as they make decisions about their play owing to the staff's organisation of the play environment. The more able children serve their own meals and pour their own drinks. Toddler's increasing independence is supported well. For example, they are chosen as helpers to give out drinks and staff support them when they attempt to put on their own coats and hats. Children behave very well and learn to share and take turns. They form friendships and show increasing social skills. Staff sensitively support children who have difficulty managing their feelings. Staff are caring, friendly and encouraging. They provide cuddles when children need reassurance. Children learn to respect and value differences in society. For example, they find out about one another's backgrounds and share in different celebrations.

Children gain a sound understanding of healthy lifestyles. Children are provided with well-balanced meals and snacks throughout the day and staff talk with them about food that is good for them. Individual dietary needs are met consistently. Children have their personal drinks at hand throughout the day to ensure that they do not become dehydrated. Children learn about good hygiene practices through the routines of the day to prevent the spread of infection. Staff are careful to change children's nappies frequently to keep children comfortable. Outdoor play is offered throughout the sessions to enable children to exercise in the fresh air. This also supports those children who learn better outdoors. Children's physical development is supported well. Toddlers use indoor climbing equipment to practise balancing as they climb steps and walk down the slope. Older children have

more challenging equipment in the outdoor area and show confidence in their abilities. Staff help children learn to manage risks when they take part in the physical activities. Children are well supervised outdoors and the newly implemented secure procedures to ensure that they are all back inside after the session protects children. The nursery has written risk assessments. These have not been recently updated to reflect current practice but there is minimal impact on the children.

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

Overall, the management team and staff have a sound knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Suitable arrangements are in place to safeguard children. All staff attend child protection training. This ensures that they understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. The inspection took place following reported concerns that a child had been left outside in the outdoor play area for a short time towards the end of the morning session when children had been asked to come inside. The inspection found that the management and staff quickly reviewed their practice to ensure that all children are safely brought inside. The staff, when checking the outdoor area, now also check inside the play equipment, such as the play tunnel to ensure that children are not hiding. Staff then immediately take a register and a head count to ensure that all children are present. The nursery do keep written risk assessments of all aspects of the nursery and of the activities that children come into contact with. However, the risk assessment for the outdoor area has not been updated to reflect the revised current practice. This presents the potential for new staff to not be clear of current practice. Although, in practice risks to children are now minimal. Children are supervised well at all times and the generally good staffing levels means that the deployment of staff meets the needs of the children. There are sound policies and procedures in place to underpin the smooth running of the nursery, which staff and parents are made fully aware of. This fosters the two-way relationship in caring for the children.

Strong recruitment procedures ensure that all staff are appropriately vetted and qualified, which means they are suitable to work with the children. The management team monitors staff's performance appropriately through induction, regular supervision, observations and appraisals and staff have opportunities to attend local training courses. Consequently, staff are well-supported in their roles. The management and staff team work satisfactorily together to monitor and evaluate the nursery. Areas for development are identified with achievable targets set. The recommendations raised at the previous inspection have been addressed to improve children's learning and development. To strengthen evaluation processes parents and children's views are taken into consideration. The educational programmes are overseen by the manager. However, processes are not sufficiently robust to ensure that all staff regularly monitor children's progress so that gaps can be identified in learning more quickly. In addition processes need strengthening so that all those children who speak English as an additional language are all effectively supported.

Staff understand how children benefit from collaborative working with other professionals.

Any concern that staff have about a child's development is discussed with parents, so that appropriate action is taken to ensure that children's needs are met. Staff work closely with the local schools to help with the transition of children. The partnerships with parents are sound. Parents discuss their children with the key person on a daily basis and have access to their development records. In addition, in the under three's room, parents view children's daily diaries. Parents have access to a range of policies and procedures and are kept up-to-date about the nursery through information on noticeboards and newsletters. Parents comment that they are very happy with the care that their children receive and feel very welcome in the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY451549
Local authority	Kirklees
Inspection number	952427
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	65
Name of provider	Paddock Junior Infant and Nursery School Governing Body
Date of previous inspection	09/05/2013
Telephone number	01484226565

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

