

West Park Kindergarten

West Park Road, South Shields, Tyne and Wear, NE33 4LB

Inspection date	23/06/2014
Previous inspection date	26/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The quality of teaching is consistently good. Staff demonstrate expertise in the use of songs and rhymes, in order to develop children's communication and language skills.
- Children with special educational needs and/or disabilities are well supported in the nursery, as a result, they make good progress, based on their starting points.
- Successful strategies are in place to engage parents in their child's learning both in the nursery and at home. As a result, parents and staff work together to plan and meet children's individual and specific needs.
- Children are safeguarded and protected from harm. This is because all staff have been checked and are suitable to work with children, they fully understand their role and responsibility in protecting children.
- The manager places strong emphasis on supporting her staff team. Ongoing support, coaching and training is provided, which enables all staff to further develop their already very good practice and supports children's achievements over time.

It is not yet outstanding because

- There are some variations in practice that are not effectively picked up and addressed quickly enough to ensure the highest level of quality of teaching and learning is achieved.

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 had a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form and action plans.
- The inspector observed teaching and learning activities in all nursery rooms, including the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the provider and manager of the nursery and discussed a range of policies and procedures.

Inspector

Nicola Jones

Full report

Information about the setting

West Park Kindergarten was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the South Shields area of South Tyneside. It is one of three nurseries managed by a private provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including the manager who holds Early Years Teacher Status. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. Wrap around and out-of-school care is also available each weekday from 7am until 9am and 3pm until 6pm, during term time. A holiday club is available from 7am until 6pm in the school holidays. Children attend for a variety of sessions. There are currently 103 children attending who are in the early years age group. The nursery 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 monitoring procedures so that they are more precise in identifying slight variances in practice that are hindering the nursery's ability to achieve the highest possible standards.

Inspection judgements

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

Staff demonstrate a high level of awareness of how young children learn and develop, they ensure all children feel known and valued as individuals. They respect their own rate of development and support them in ways that are right for each child. This means that all children, including those with special educational needs and/or disabilities, develop positive attitudes and dispositions. This lays the foundation for becoming successful learners in the future. Staff have a good understanding of their role in building the right conditions for learning. The organisation of the nursery rooms and the outdoor environment has been carefully thought through, to allow children to play, explore and become deeply involved in their activities. For example, very young children are able to become engrossed when they manipulate play dough. They roll it between their hands and use small plastic tools to make marks in the dough. Staff support their early communication skills well as they play. They sit alongside them and use phrases, such as 'roll it'. In response, children make sounds as they try and copy words. Staff who support two-year-old children make exceptional use of singing, to support children's language skills. They incorporate songs and rhymes into everyday play-based activities. For

example, when children play with plastic bears, staff sing songs about teddy bears. Staff have recently received training and make good use of signing as an additional means of communication. They introduce signs to children, alongside the spoken word. This is used well throughout the nursery and effectively supports children's expressive language skills. Children with special educational needs and/or disabilities are particularly well supported through this means of communication, leading to improvements in their language acquisition.

The quality of teaching is consistently good and some is outstanding. As a result, children make good progress, based on their individual starting points. Staff in the 'Penguin' room make excellent use of fabric, such as lycra, to stimulate and extend children's learning. Children become highly motivated and are very eager to join in games when they hold the fabric in their hands and launch soft toys up into the air. They squeal with delight and describe how they bounce off the fabric and land on the floor. This supports the development of their physical and language skills extremely well. Pre-school children are provided with good opportunities to use everyday words to describe position. For example, they describe whether the teddy is sitting behind, inside or on top of the box. This extends their mathematical development and supports the skills required for when they start school. Effective use is made of the outdoor area to enhance children's learning and development. Staff support children well as they build a house using large wooden blocks. They talk to them about the features of a house, such as windows, and allow them uninterrupted time to play and explore independently. Children with English as an additional language are supported well in the nursery. Staff use effective strategies to support children to use their home language. For example, they obtain key words from home and display words, such as greetings in a number of different languages on the wall. This helps children to make progress, based on their individual starting points.

Children have individual learning journal files containing assessments, examples of their work, observations and photographs, as evidence of learning. These are accurately matched to the guidance document 'Early years outcomes' and are tracked over time to demonstrate progress. Effective strategies engage parents in their children's learning in the setting. They have access to their child's learning file which keeps them well informed of their child's progress and they are actively encouraged to talk informally to staff. Parents clearly value the opportunity to share this information and make comments, such as 'I am looking forward to parents' evening when I can see how my child has come on in their learning.' Parents complete documentation to share examples of children's learning at home. This information is well used by staff to support and extend children's learning. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children are able to form very good relationships with warm, caring staff who meet their emotional and physical needs well. Children separate from their parents with ease and are welcomed into the friendly nursery environment where they are happy and enjoy what they are doing. Each child is allocated a key-person who supports their all-round development well. This helps them to feel protected and secure during the time they

spend in nursery. The manager and her staff team place high emphasis on children's safety. They are deployed well, maintain high levels of supervision at all times and are aware of hazards that may be harmful to children. For example, staff ensure the area in the pre-school room, which is dedicated to children's coats and bags, is well maintained and items are not left lying on the floor. As a result, children develop an awareness of safety routines and adopt safe practices as they play. For instance, they hang up their belongings safely and independently, following outdoor play. Good opportunities are provided for children to spend time and develop relationships with children of other age groups in the nursery. They play and interact well together in the outdoor area. Staff-to-child ratios are maintained. This ensures children's safety at all times and they are well supervised. Older children are given gentle reminders not to use equipment, such as balls, near their younger peers. They respond well to messages of safety and adapt their play accordingly. Staff speak to children appropriately and expectations of behaviour are modelled by them. As a result, children's behaviour is very good and they develop respectful relationships towards each other, staff and other adults.

Staff meet children's individual physical needs very well. For example, children have their nappy changed when required and staff respect the wishes of parents and refrain from using baby wipes. This ensures a consistent approach and routine is adopted by all adults involved with a child. Hygiene procedures are robust and areas used for nappy changing are maintained to a high standard throughout the nursery. Good hygiene practices are adopted during meal and snack times. Staff wear protective aprons and wash their hands to ensure children's health is given high priority. Fresh, healthy and nutritious food is cooked on the nursery premises each day. A wide variety of food is provided, ensuring children receive a balanced diet and receive sufficient portions of fruit and vegetables each day. Parents are happy with the quality of food provided. Those spoken to on the day of inspection state how their child receives a good variety of fresh food in nursery and will often ask for more. Staff meet individual children's needs well. For example, they provide soft, appropriate food for babies and are prepared to make additional food if children do not like what is on the menu. Children's physical well-being is extended further in the outdoor area where they have daily opportunities to be physically active and exuberant. They enjoy a wide range of activities and experiences to enhance their all round development. For example, they enhance their understanding of eating healthy food when they grow potatoes and other fruits and vegetables.

Children are well supported when they first start attending the nursery. Good quality of information is collected from parents and used very well to ensure continuity is maintained in children's all-round development. Children are equally well supported when they move rooms within the nursery and when they prepare to leave and go to local schools. Staff complete planning documents which clearly describes children's individual needs. This information is shared between staff to ensure continuity is provided in the care children receive. Staff prepare children well emotionally when the time comes for them to start school. They invite staff from local schools to visit children in nursery. This helps to familiarise them with their new teachers. Occasionally, staff make visits with children to their new school environment, especially if they have special educational needs and/or disabilities. This ensures key information regarding children's specific needs is shared, providing continuity in all aspects of their development and well-being. Parents are kept fully informed of this procedure, which helps maintain a joint approach. Children develop

good independence skills in preparation for school. For example, they attend to their own personal needs, make independent choices during their play and help to serve their own food at meal times.

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

The manager takes all necessary steps to keep children safe and well. She demonstrates a strong commitment to creating and maintaining a high quality nursery where children are safeguarded very well. All staff have had suitability checks carried out and understand their role in protecting children from harm. They know how to respond to possible signs of abuse and are aware of procedures to take should they have any concerns regarding the practice of fellow colleagues. Children are further protected as staff carry out ongoing risk assessments, to ensure all areas of the premises are safe and suitable to be accessed by children. For example, clear documentation displayed on nursery walls records how staff monitor areas on a daily basis and remove hazards, if identified. Highly effective procedures are in place to record key messages received from parents regarding the administration of medication. Staff keep a communication book and write statements on a white board to ensure children receive medication at agreed times, providing consistency in their care. Procedures for managing and monitoring accidents are equally effective. Staff ensure all accidents are recorded effectively. Documentation is signed by two members of staff and a signature is received from parents to say they have read and understood the nature of the incident and the first-aid treatment their child has received. The manager knows the nursery very well and accurately identifies actions to overcome weaknesses, that aim to improve practice and provision for children over time. For example, there are plans to further develop the outdoor area to enhance children's all-round development. Actions and recommendations have been addressed from the previous inspection and the manager now holds a childcare qualification at level 6. The manager implements an effective policy and procedure for managing complaints from parents. For example, a written record is maintained of all complaints received, and their outcome. This information is shared with the complainant, within specified timescales.

The manager leads a well-qualified and experienced staff team. Staff feel supported by the manager and are helped to improve their knowledge, understanding and practice. Effective supervision and appraisal systems are in place. This provides support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's development or well-being. As a result, staff are happy, motivated and remain in their posts for long periods of time. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She maintains an overview of the quality of teaching and learning provided. However, there is scope to enhance the monitoring of some teaching and learning activities. For example, occasionally, opportunities for children in pre-school, who are less capable, are not always able to maximise their listening and attention skills during planned activities, due to the size of the group. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. The manager maintains a comprehensive overview of the

documentation for tracking children's progress. This ensures children's needs are quickly identified and exceptionally well met through very good partnerships between the nursery, parents and external agencies.

Partnerships with parents are good. The manager and her staff team demonstrate a willingness to engage with all parents and provide support to address individual circumstances. Information is shared on a daily basis regarding children's care and well-being and staff ensure parents receive key messages regarding their children's welfare. Parents are clearly satisfied with the level of care and learning provided by the nursery and make verbal comments, such as 'I have no complaints about this nursery, my child is happy and so am I.' Partnerships with external agencies and services are well embedded and make a very strong contribution to meeting children's needs. The provider and manager place high priority on promoting equality of opportunity for children in their care. They demonstrate a proactive attitude in establishing support from services, such as Portage, to ensure children receive intervention as early as possible. Information received from services, such as speech and language therapy is very well used. This ensures children get the help and support they need to address their individual needs and circumstances.

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	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	EY305369
Local authority	South Tyneside
Inspection number	978808
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	103
Name of provider	Eamonn Patrick Gribben and Susan Julie Gribben Partnership
Date of previous inspection	26/09/2013
Telephone number	0191 4543223

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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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Piccadilly Gate
Store St
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M1 2WD

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