

West Park Kindergarten

West Park Drive, Stanley Park, Blackpool, FY3 9EQ

| | |
|--------------------------|------------|
| Inspection date | 23/07/2014 |
| Previous inspection date | 16/10/2012 |

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

- Children are happy and well settled in the environment and benefit from the key person system, which works well, enabling positive and secure relationships to form between children, staff and parents, which contribute positively to the children's learning.
- Children are developing an understanding of how to live a healthy lifestyle as they play outdoors daily, make regular trips to the local parks for fresh air and exercise, and enjoy healthy meals and snacks.
- The provider and staff team have a sound knowledge of safeguarding and robust systems are in place for staff recruitment and selection. This means children are cared for by suitably qualified and knowledgeable staff who are appropriately vetted.

It is not yet good because

- The quality of teaching is inconsistent and does not always challenge or extend children's learning.
- Risk assessments do not fully recognise potential hazards in the second outdoor area, to ensure children are kept safe.
- Children are not always given clear explanations about how to maintain their own safety, which limits their understating of safe practices.

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 had a tour of the setting with the deputy manager.
- The inspector observed activities indoors and outdoors and talked with the staff.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of staff members, and a range of other documentation, including the safeguarding procedures.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Linda Shore

Full report

Information about the setting

West Park Kindergarten was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Ladies Pavilion at the Blackpool Cricket Club in Blackpool, Lancashire. The kindergarten is privately owned. The kindergarten serves the local area and is accessible to all children. It operates from three rooms and there are enclosed areas available for outdoor play. The kindergarten employs 13 members of childcare staff, all of whom hold appropriate early years qualifications. Of these, two hold qualifications at level 2 and 11 hold qualifications at level 3. One member of staff also has a foundation degree in Early Childhood Studies and another member of staff has a BA Honours degree in Early Childhood Studies. The kindergarten opens Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The kindergarten provides funded early education for two-, three- and four-year-old children. It supports 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 quality of teaching is consistent throughout the kindergarten, so that children's learning is extended and challenged, for example, by making better use of opportunities to question children and hold purposeful conversations with them that encourage children to think and talk about what they are doing
- ensure that outdoor play spaces are fit for purpose, with particular regard to using risk assessments to make the area safe for children to use.

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

- provide clear and consistent explanations for children to promote their understanding of their own safety and that of others, with particular regard to playing during the sunny weather and why they wear seat belt when in the big pram.

Inspection judgements

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

Staff's understanding of the learning and development requirements of Early Years Foundation Stage requires improvement. The educational programmes provided for

children cover the seven areas of learning and as a result, most children gain the necessary skills in readiness for school. Staff observe children as they play, which enables them to gather information about children's likes and dislikes and their current stage of learning. Staff use precise assessments of children's development levels to plan activities that reflect their learning to date and offer some challenge in order to take their learning forward. However, the quality of teaching varies between individual practitioners across the kindergarten and the planned activities do not always translate into successful learning experiences for children. For example, when children split into small groups for adult-led activities, the groups are very close together. As a result, groups of children distract each other and the overall noise level in the kindergarten rises. This disruptive atmosphere results in some children becoming disengaged. In addition, learning experiences are not challenging for some children because not all staff are using what they know about the children's development to promote their learning. This means that the quality of teaching requires improvement to ensure children make good progress towards the early learning goals, given their capabilities and starting points. Despite this, the playrooms in the kindergarten are stimulating and interesting and children are able to lead their own play as they freely explore and investigate.

Outdoors, in the larger play area, older children explore and engage well with the activities on offer. Junk modelling is a popular activity and some staff are skilled at challenging children's thinking by asking questions like, 'How much do you think you will need?' Children's love of books is fostered with outdoor story time, which sparks their imagination as they use puppets and act out the characters in the familiar book. During this activity, children are urged to think ahead and predict what might happen next, demonstrating the skill of the staff member involved in the story time. Children have opportunities to hone their physical skills as they balance, climb and slide. Children thoroughly enjoy playing with the soapy water as they wash the cars, and some new vocabulary, such as 'splashy' and 'squeeze', is introduced to help children develop the language to describe what they see and do. However, opportunities are sometimes missed by staff to extend children's learning through well-targeted questioning that requires children to think before responding.

Partnerships with parents are friendly and supportive and contribute to children's ongoing learning as their achievements and interests are shared on the 'Wow' moments board. Staff work with parents to offer a consistent approach to support children's needs including those with special educational needs and/or disabilities. Effective communication methods are in place, such as daily verbal feedback, and parents' evenings and regular newsletters ensure parents are kept informed of their children's progress. The progress check for children aged between two and three years is completed and shared with parents as required. Any gaps in the children's learning and development are identified in order to seek early intervention as required. Parents provide useful information about children's likes and dislikes when children start at the kindergarten, which is used to help children settle in.

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

Children are happy and settled in the kindergarten. The key person system is effective and as a result, children form secure bonds with the staff, which builds children's self-esteem and confidence. Parents and children are offered a flexible settling-in period during which time staff gain useful information from parents about children's care routines and their likes and dislikes. This all means children settle well when they first start to attend the kindergarten on their own and supports their emotional well-being. As children prepare to move on to school from the kindergarten, staff make contact with the school and prepare a transition document, which is shared with the teaching staff. As a result, children's move to the next stage in their learning is as smooth as possible. Children are helped to become independent because resources are stored so that they can self-select and the rooms in the kindergarten are set out to support easy access to a range of learning experiences. This promotes the children's independence skills and means they gain confidence to make their own decisions about what to play with. Resources are of good quality and promote children's learning by appealing to their interests.

Staff are positive in their approach to the management of children's behaviour and deal with issues in a timely way. Staff get down to the children's level and talk to them about their behaviour and how it upsets other children. This helps children learn to manage their own feelings and behaviour. Staff help children stay safe as they apply sun cream and ensure children also wear sunhats before going outside in hot weather, however, children sometimes get conflicting messages about how to keep themselves safe. For example, children are asked to play in the shade without any explanation to help them understand why, then they are allowed to play in the direct sun, only a few minutes later. In addition, staff do not always make the best use of opportunities to talk to babies and younger children in order to further consolidate their understanding of safe practices, such as why it is important for them to be strapped into the pram before venturing out for a walk.

Children need little reminding of the importance of hand washing after messy activities, toileting and before they eat. Staff teach children how to be independent and help them to learn about healthy lifestyles by encouraging them to become involved in their own care, through daily routines. For example, children register themselves for snack by bringing their name tag to the table and then return the tag to the board when they finish. Staff present as good role models as they sit with children during snack time and encourage conversation about children's food options, discussing that cucumber is good for you. Snack times are a well-established element of the social routine of the kindergarten. Children enjoy daily opportunities for physical exercise in the fresh air. They play in the outdoor play areas, explore their community and extend their imaginary play with visits to the park and a local building, where they pretend a well-known story character lives. These outdoor experiences promote the children's health and well-being and ensure they are well prepared for their eventual move to school.

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

The inspection was prioritised following a recent visit from Ofsted, after which the provider was issued with a welfare requirements notice, which required them to ensure the kindergarten's policy and procedures for child protection were implemented effectively to

safeguard children. The provider was also required to ensure all staff, including themselves and the manager have an up to date knowledge of safeguarding issues and that any training undertaken enables all staff to identify signs of possible abuse and neglect at the earliest opportunity. The provider was also issued with a notice to improve asking them to ensure appropriate arrangements were in place for the supervision of all staff, including the manager, who have contact with children and families. The provider has dealt with all of the weaknesses identified by Ofsted and as a result, children's welfare is more effectively promoted. Children are safeguarded because they are cared for by staff who have an understanding of safeguarding policies and procedures and generally implement these effectively. Staff have a good knowledge and understanding of the signs and symptoms of abuse and know what to do if they have concerns about a child in their care. The required adult-to-child ratios are always maintained and routinely exceeded because the manager is not included in the ratios. Staff deploy themselves well to ensure children are always supervised and ensure they meet children's needs and keep them safe. The necessary documentation is in place for the smooth running of the setting, for example, there is comprehensive set of policies and procedures, and accurate records of children's personal details are known. Risk assessments are in place to enable staff to deal with any potential risks to children so that they play in a safe, well-organised, learning environment indoors. However, the risk assessments are not fully robust and as a result, not all of the outdoor areas available to children are risk assessed prior to them going outside. This potentially compromises their safety. However, as the staff carefully supervise children as they play the risks are minimised. Children learn good hygiene habits and are kept safe in the event of minor accidents and/or injuries because staff have up to date first-aid certificates. In addition, procedures for administering medication to children ensure that their good health is promoted. Records show staff are aware of the children's individual needs and therefore, children receive the correct dose on time and all necessary details are recorded.

Robust recruitment procedures are in place to check the suitability of all staff working with the children. As a result, all staff are appropriately vetted and the relevant details are recorded to show when checks were carried out. New staff undergo an induction process to ensure they are familiar with the kindergarten and the policies and procedures that govern it. Staff work initially on probation to ensure they are fully suited to the job. A new, more robust management structure has been introduced since the last inspection, appointing a dedicated manager to the kindergarten who is supported by an area manager. Along with supervision meetings for staff and the introduction of an appraisal system, staff are being supported in their professional development to improve their understanding of the requirements of the Early Years Foundation Stage. As a result, staff are generally planning suitable activities to support children's progress. However, variation in the quality of staff's teaching skills means that these activities are not always being delivered in a way that fully promotes children's learning.

The management team have made use of the Ofsted self-evaluation form and are beginning to identify areas for future development and setting action plans that address areas for improvement. In addition, prompt action has been taken to address the welfare requirements notice, as well as the actions and recommendations from past inspections. Parents are kept well informed of children's activities at the provision through daily discussion and newsletters and they are happy with the care provided. Any concerns

about children's development are discussed fully with parents and specialist support is sought when required to fully meet all children's needs. As children prepare for school, partnerships with the local schools aids a smooth transition, which helps prepare children for the next stage of their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).

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 | EY446224 |
| Local authority | Blackpool |
| Inspection number | 981741 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 46 |
| Number of children on roll | 68 |
| Name of provider | Debra Easter |
| Date of previous inspection | 16/10/2012 |
| Telephone number | 01253 393299 |

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

