

Paddock Day Care

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

Inspection date	27/10/2014
Previous inspection date	27/01/2014

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 good. Staff are skilful in supporting children to develop the key skills they need for the next stage in their learning. As a result, all children make good progress throughout the nursery.
- This is a welcoming and calm environment where young children develop strong attachments with their key person. This results in children being happy, confident and sociable in the setting.
- There is a homely atmosphere where practitioners are confident and positive about childcare. Their energy is inspiring, having a very positive impact on other staff, parents and children.
- Children's needs are very well met through highly effective partnerships between the staff, parents and outside agencies.
- The setting is safe and organised well by senior experienced leaders who ensure that staff know how to safeguard and protect children.

It is not yet outstanding because

- Pre-school children access the book area less frequently during free play because the books are not stored attractively.
- The designated sleep room is not always prepared to offer a cosy environment for relaxation and rest for younger children.

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 in the playrooms and the outdoor area.
- The inspector spoke with the head teacher, the manager and the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation, including observation, assessment and planning sheets, policies and procedures.
- The inspector took account of the views of the parents and carers spoken to on the day of the inspection.
- The inspector spoke to a variety of children during free play.
- The inspector checked evidence of the suitability of the staff, including their qualifications.

Inspector

Hayley Gardiner

Full report

Information about the setting

Paddock Day Care was registered in 2012 and is on the Early Years Register. It is situated on the site of Paddock School and the Paddock Children's Centre in the residential area of Paddock, Huddersfield. It is operated by the governing body of the school. Entrance to the setting is down the steps and through the children's centre. The setting serves the local area and is accessible to all children. The setting employs eight members of permanent day care staff but also has access to a regular supply member of staff from the on-site school if needed. All hold appropriate early years qualifications including childcare qualifications at level 4, 5 and 6. The setting opens Monday to Friday, during term time only. Sessions are from 8.40am to 11.40am and 12.30pm to 3.20pm. The setting also provides wrap-around care and holiday care all year round, from 8am to 6pm. There are currently 59 children on roll. The setting receives funding for the provision of free 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:

- enhance the opportunities for pre-school children to enjoy looking at books by making the book area more interesting and attractive to them
- improve the sleeping environment for young children to enhance their opportunities to rest and relax in a quiet and comfortable space.

Inspection judgements

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

The quality of teaching is good. Staff work well together as a team sharing their experience, knowledge and skills to provide interesting and motivating activities that meet the needs of all children. For example, staff are involved in learning walks around the setting so that they can mentor each other, share ideas and role model high quality teaching. The children experience and enjoy a challenging and stimulating range of resources each session. Staff plan for both indoor and outside play which is purposeful and exciting to meet children's individual stages of development and needs. Children are praised when they do well and this helps to build their confidence and self-esteem. They learn about the wider society well and use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing-up clothes. They take part in activities and learn about different festivals and celebrations, such as Eid, Christmas, Easter and Chinese New Year. Children go out into the community. They buy groceries from the local shop and access the library bus. Young children are given time to explore open-ended resources within the provision. This results in children having plenty of

opportunities to explore objects that can be used, moved and combined in a variety of ways. By displaying some of the children's work and celebrating this together, staff help to motivate and enthuse children further by raising their self-esteem. This in turn, helps children develop a keen and eager disposition towards learning and a belief in themselves that they can achieve. This positive attitude to learning prepares them well for school and their future learning.

Children explore a wide variety of creative activities using an assortment of media, which promotes their imagination and curiosity. Staff support children in developing their communication skills very well. They foster children's language development through lively conversations. The staff team often use signing, visual aids and props, which promote children's understanding and responses. This effectively supports children, who speak English as an additional language, or those who have delayed speech. In addition, this fosters all children's awareness of other ways to communicate. Children are given opportunities to speak their home language with staff who have learnt key phrases, words and nursery rhymes in different languages. Some staff are bilingual, and these members of staff help with parental conversations and the translating of information about children's achievements and development. Children have been looking at the story about owls and their babies. From this, they have had a visit from a man who brought different owls for them to see. Children and staff read the book together and talk freely about what they see. There are puppets and pictures available to re-enact this story. Therefore, children develop an interest in books. However, there is scope to enhance the pre-school book area to ensure it is attractive and accessible to all children. Mark-making resources are available throughout the setting, encouraging children to learn how essential they are in everyday life. Children are able to play outdoors throughout the session. This means children benefit from being in the fresh air and using a challenging range of equipment, to give them confidence in their physical abilities.

Children have individual learning files. These include photographs, some creative work, observations and assessments and there is an effective system in place to carry out the required progress check for children between the ages of two and three years. These are all linked to the areas of learning and are used to recognise the next steps in each child's development. Each child's key person works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning profiles ensures that parents remain involved and up to date about their child's progress. Parents contribute to their child's profile and each key person encourages home learning by suggesting activities parents can do at home.

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

The relationship between the staff, the children and their parents is very effective in ensuring good care for all children. Children establish a good relationship with their key person in this warm and friendly setting, because the key person takes time to get to know the children very well. The staff work closely with parents from the start of their child's learning journey, gathering information, including details of any specific needs, information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times.

There is a sleep room available and each child has a separate bed and fresh bed linen. However, the room is also used for focused activities at other times and this means that the room is not always readily prepared to make it more cosy and inviting for relaxation and sleep times. The staff plan effectively to make sure children are happy and have plenty of attention to make them feel special. Children feel very secure and thrive because they form extremely secure emotional attachments. They smile, chat and laugh freely. Children share experiences and stories about their home-life with the staff who give sensitive and positive responses showing that they are interested and care about the children. This gives children a strong, secure base and the confidence and self-esteem to progress as they prepare for the move to school. As a result, children are inspired, inquisitive learners who contribute excitedly in games and activities.

Children are very confident in expressing their needs and the staff respond promptly. The meals and snacks are freshly prepared, for example, fruit, vegetables and cheese. Children are learning about eating healthily as they enjoy balanced and nutritious food with water or milk to drink. Attention to hygiene is given throughout. Older children manage their own personal hygiene routines independently and understand why it is important to wash their hands before meal times. Children serve their own food and independently, they learn about portion control as they serve themselves the quantity of food that they would like to eat. Supportive staff encourage children to try all foods and make lunchtime a social and enjoyable time as they eat together.

Children are very polite and manage their own behaviour very well because the behavioural rules are rooted in the nursery routine. Sensitive reminders and positive reinforcement from the encouraging staff, means children receive consistent messages, such as not running around inside as they may fall. Children build good relationships with their friends. They work together very well to create play. Risk assessments are carried out regularly to help identify and deal with any hazards, ensuring children are cared for in a safe environment. Staff teach children how to keep themselves safe in an emergency. For example, they regularly practise evacuating the building. Children are very well prepared for the move into school and their future learning. The pre-school room looks on to the school foundation stage unit and staff work very closely with the teacher and foundation stage leader to ensure children have a smooth move through to the next stage in their learning. Staff members will attend any meetings required with parents, and other professionals, to ensure children are safe, protected and their individual needs are fully met.

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

Following the last inspection, the governing body arranged for the school's senior team to take full control of the setting. They have restructured the staff team, including appointing new senior staff to manage the day care. As a result, all recommendations and actions from the last inspection have been addressed and the setting has significantly been enhanced throughout. The new management team is proactive, passionate and committed to childcare. The provider, the manager and the staff are fully committed to safeguarding children and promoting their welfare. They have a good knowledge of the safeguarding

procedures to follow in the event of any concerns about a child in their care and who to report any concerns to. They carry out thorough risk assessments of the setting and they take appropriate steps to keep children safe. Recruitment systems are strong and help to ensure staff suitability. All staff are appropriately vetted to work with children and receive a thorough induction so that they are aware of the expectations of the setting.

The manager monitors the children's progress well. She has a good awareness of children's individual abilities and skills and understands fully that children develop at their own rate. There is a very effective planning system to ensure that staff cover each area of learning with adult-led activities or supported free play. Staff are highly qualified and effectively translate their knowledge of the educational programme, and how young children learn, into practice. Staff regularly attend training based on their individual continuous development needs and personal responsibilities within the setting. This means all staff have an up-to-date knowledge of how to provide quality teaching and learning for young children. Staff meet regularly with the senior team for supervision and appraisals. Staff are observed and monitored by the management, through informal observations on learning walks, and through peer-on-peer observations, to improve their practice. There is an open door policy to the head teacher of the school, and the manager of the setting, so staff have opportunities to discuss their ideas, issues, performance and any child welfare concerns. As a result, underperformance is tackled swiftly, achievements are recognised and welfare concerns can be shared without delay. The self-evaluation system in place is continuous, open and effective. There are regular team meetings that identify and address any queries from staff and parents. The provider and staff welcome feedback from parents and use this, together with the views of children, in the evaluation process to improve what they offer.

Partnerships with parents are very well established, ensuring children's development is effectively enhanced, while meeting their needs and supporting the smooth movement to nursery or school. Parents can share information about their children with the staff and they discuss children's progress when dropping off and collecting their children. They also have parents' evenings for parents and carers. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established very good links with local agencies and schools to support all children to ensure continuity of care and learning for all.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	972380
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	59
Name of provider	Paddock Junior Infant and Nursery School Governing Body
Date of previous inspection	27/01/2014
Telephone number	01484226565

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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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