

Stanley Kittens Nursery

Stanley Primary School, Wordsworth Avenue, BLACKPOOL, FY3 9UT

Inspection date

28/11/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

| | |
|--|---|
| 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 | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Teaching is good and as a result, children are motivated to learn. Staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- Staff engage well with parents and carers and clearly value the important role they play in their children's ongoing learning and development.

It is not yet good because

- The provider failed to notify Ofsted of the appointment of a new manager within the required timescales.
- Peer observations are not always used effectively as a way to share good teaching practice and consequently, enhance children's learning.
- Staff do not make the most of children's home language within the nursery to help children make connections in their learning.
- Staff do not always promote children's already good independence skills through routine activities, such as snack time.

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 playroom and the outdoor area, as well as conducting a joint observation with the manager.
- The inspector reviewed a sample of policies and procedures, checked evidence of the suitability and the qualifications of staff, and read the provider's self-evaluation form.
- The inspector held a meeting with the manager of the nursery.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke with children and staff and took account of the views of parents and carers spoken to on the day.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Stanley Kittens Nursery was registered in 2007 on the Early Years Register. The nursery is managed by a committee with the day-to-day management being the responsibility of a qualified member of staff. It operates from a classroom within Stanley Primary School in Blackpool. Children have access to an enclosed outdoor play area. The nursery opens Monday to Friday, from 8.45am to 3.30pm, term time only. Children attend for a variety of sessions. There are currently 38 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs five members of staff, all of whom hold appropriate early years qualifications. The manager holds Early Years Teacher status. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the provider's understanding of their role and responsibilities is improved, so that they know when to notify Ofsted of any changes.

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

- provide more opportunities to share best practice with all staff, in order to further enhance children's learning by, for example, by embedding the use of peer observation further
- introduce the use of children's home language within the nursery to encourage children to make links during spontaneous play to support their emerging early literacy skills, for example, by displaying more written captions and using labels and posters within the environment
- increase children's already good independence skills, for example, by providing consistent opportunities for them to prepare their own food and pour their own drinks at snack times.

Inspection judgements

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

Staff provide a wide range of interesting and stimulating activities, which supports children's learning well. As a result, children make good progress towards the early learning goals. Staff use their teaching skills and childcare knowledge well to create a lively and enjoyable environment where children are keen to explore and investigate. As a result, children show high levels of involvement in their self-chosen play. For example, children play happily together in the home corner, which has been developed as a space centre. They use rockets and aeroplanes built from coloured blocks and a variety of imaginative play toys to re-create experiences in their pretend play. They enjoy flying their rocket to the moon, and comparing how fast they are. This helps children to cooperate and interact with others, as they express and develop their own ideas. Children show good levels of ability when they operate simple computer programmes by themselves. They skilfully use the mouse to control the cursor, in order to activate and play educational games. They concentrate intently as they focus on the aim of the programme and show a sense of pride when they achieve success. They talk to each other to express what they know and understand and to solve simple problems. This demonstrates their secure understanding of how everyday technology works. As a result, children are excited and motivated about their learning as they begin to experiment in their play. Overall, children are gaining the necessary skills to support their future learning.

Staff successfully promote children's personal, social and emotional development and their skills in communication and language. For example, staff constantly encourage children to talk about themselves, members of their family and friends who are important to them. Children new to the setting are given a warm welcome and are encouraged to bring in favourite photographs to display. This promotes children's good self-esteem and gives them a good sense of belonging. Staff support children who speak English as an additional language well. They use visual prompts and gradually introduce new single words into the conversation. This helps children to develop their use of English. However, there are fewer opportunities for children to explore written captions or print in their home language alongside English to further deepen their understanding. Staff provide a range of activities for individual children. For example, children are supported to develop their counting skills as they make cupcakes for their friends from play dough. Skilled staff model counting to ten and challenge children to count independently.

The planning of activities is based strongly on staff exploring and exploiting children's interests. They do this by observing children, talking to them and working closely with their parents. In addition, staff provide activities that introduce children to new experiences, such as taking them out for walks in the local community and inviting visitors into the nursery to share their experiences with the children. Recently, children have visited the post office to post letters to Father Christmas. Staff know children very well and find out about them from their parents, so they are able to meet children's individual learning needs. Staff are confident and enthusiastic to share their ideas with parents so that children's learning can be continued at home. For example, they use weekly diaries to allow parents to gain the information they need to be involved in and contribute to

children's learning. Staff work closely with parents to ensure that children receive the support they need, particularly if there are any potential barriers to learning, such as communication, speech or language difficulties. This means children are helped to overcome any problems, so that learning and progress continue and children are well prepared for their future learning, including at school.

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

Staff provide a warm, welcoming and stimulating environment for children, which supports their all-round development and emotional well-being. Children benefit from the high emphasis staff place on building strong relationships with them and their families. Staff are knowledgeable about the importance of children's security and recognise that feelings of well-being are a necessary foundation for their learning and development. Children are happy and settled. They move about freely, choosing their play and resources with confidence and a sense of belonging. Children who are new to the nursery, or who attend for shorter sessions, settle quickly and easily. This is because key persons make sure that they spend time with new children on a one to one basis, which gives them consistency. Close relationships are evident between all staff and children and children are confident with whichever member of staff they are interacting with. Children develop good levels of emotional strength, which supports them well for changes in their life, such as their future move on to school.

There is a wide range of good, clean and age-appropriate resources for children to choose from, which they confidently select for themselves. Children are becoming aware of and responsible for their own safety. They practise emergency evacuation procedures on a regular basis. Timely, gentle reminders from staff, such as reminding them not to swing on chairs or run indoors, all help children to gain an understanding of dangers and risk and of how to manage these. This improves their own safety and that of others. Children receive lots of positive praise and encouragement, which supports their confidence and self-esteem. Staff act as positive role models, and they manage children's behaviour in an appropriate and sensitive manner. Children are encouraged to share, take turns and be caring to their friends. They listen well to staff's instructions and happily follow the routine of the session. For example, they are learning to be independent and are encouraged to take responsibility to join in by helping with manageable tasks, such as tidying up. However, opportunities for children to build still further on their independence at snack times are sometimes missed. For example, children are not encouraged to prepare their own food or pour their own drinks.

Children experience a healthy lifestyle. Staff teach children to follow good hygiene practice. For example, all children wash their hands before eating, which prevents the risk of cross-infection. Children's good health is further promoted through the provision of healthy snacks and discussions around what food is good for them. Children's good health is further promoted as they have daily opportunities for outdoor play, exercise and fresh air. Children are energetic and encouraged by enthusiastic staff as they join in the 'Wakey Wakey' activity in the morning and afternoon. They jump, clap and twist as they wave

their arms and move their bodies as they listen to the instructions. This ensures that children start to develop their own awareness and understanding of maintaining a healthy lifestyle.

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

Staff demonstrate a clear understanding of safeguarding procedures. They understand their role in protecting children from harm and are fully aware of what action to take if they are concerned about a child's safety and well-being. As a result, staff respond appropriately to safeguard children. The manager is proactive in ensuring that staff have a high level of safeguarding awareness and this is part of the induction process for all new members of staff and students. The safeguarding policy includes the procedure to be followed in the event of an allegation of abuse being made against a member of staff. All policies are reviewed regularly and well documented. Staff supervise children very well and as a result, children are suitably protected. For example, there is a secure procedure to gain entry into the nursery and all visitors must sign in and have their identification checked before being allowed to access the premises. Robust recruitment processes are followed to check that all staff are suitable to work with children. The provider ensures that suitability checks are undertaken, including Disclosure and Barring Service checks. A thorough induction process is followed and suitable references are required prior to any new staff being appointed. However, at the inspection it was found that the provider had not notified Ofsted of the change of manager within the prescribed time limit. This is a breach to the legal requirements of the Early Years Register. However, it has not compromised children's safety, as leaders have ensured that all appropriate checks have been completed.

The staff team work well together to monitor and evaluate the educational programmes for the children. This ensures that all areas of learning are appropriately covered throughout the activities. Key persons make sure planning is individualised and reflects the identified next steps for each child. The staff team are experienced, enthusiastic and they model how to use resources correctly, play with children at their level and support their learning through timely intervention. Staff are fully supported to improve and develop their knowledge and this is reflected in their enthusiasm and commitment to their ongoing professional development. The continued suitability of staff and the quality of their teaching and practice is monitored through supervision, appraisal and a targeted programme of professional development training. However, opportunities to share good practice, for example, using peer observations have not been fully explored. Self-evaluation is used well to drive the nursery forward. Areas for improvement are identified and clearly targeted to focus on aspects that will bring about the most positive impact for children. The recommendations from the previous inspection have been appropriately addressed. For example, assessment of children's progress is well embedded within practice and risk assessments are effective in identifying and minimising potential hazards children may come into contact with.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. Parents spoken to on the day of inspection are very happy with the quality of service and care provided, especially when children first start attending. Staff work closely with external agencies and other providers in order to support children and their families. Information received from services, such as speech and language therapists, is well used to ensure children get the help and support they need. Parents are effectively signposted, when appropriate, to additional support through the local children's centre. As a result, children and their families receive the support they need. Staff successfully engage with other provisions children attend. As a result, information about children's care and learning is appropriately shared and they make good progress.

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 | EY350097 |
| Local authority | Blackpool |
| Inspection number | 820870 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 29 |
| Number of children on roll | 38 |
| Name of provider | Stanley Primary School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 01253 761 022 |

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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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