

West Park Nursery and Out of School Club



Alderman Leach School, Alderman Leach Drive, West Park, Darlington, County Durham, DL2 2GF

Inspection date	17 March 2015
Previous inspection date	24 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children enjoy a good variety of stimulating activities, delivered by enthusiastic and well-qualified staff. As a result, children are making very good progress in their learning and development.
- Children are very well supported to develop their communication and language skills. Staff consistently use a variety of questioning techniques, to effectively extend children's vocabulary and understanding.
- Arrangements for safeguarding are effective. Clear policies, procedures and risk assessments are in place. These are reviewed regularly and well understood by all staff. As a result, children are very safe in the setting.
- Partnerships with parents and other professionals are strong. Staff recognise, and deal swiftly with, any emerging learning needs of individual children. Parents are kept up to date with information regarding their child.
- The staff team reflect on their practice and identify any areas for improvement. They monitor whether any changes made are successful in improving the provision for children and contribute significantly to their capacity for continuous improvement.

It is not yet outstanding because:

- Older and more able children are given fewer opportunities to develop their counting skills.
- Arrangements for staff supervision do not always enable staff to share good practice, to further develop their teaching skills.

What the setting needs to do to improve further

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

- develop further opportunities for staff to share good practice, to enhance their already good teaching skills
- extend opportunities for older and more-able children to develop their counting skills.

Inspection activities

- The inspector observed activities and the quality of teaching and spoke with staff and children.
- The inspector held meetings with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Eileen Grimes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good knowledge about how children learn and develop. They help children to settle at the setting by gathering information about their interests and individual needs from parents, when they first join. Regular and well-focused observations of children, together with precise assessments, are used to plan for their individual next steps in their learning. Children with special educational needs and/or disabilities are very well supported by enthusiastic staff. Children are able to freely select their activities. Staff are skilled at extending and developing activities through additional resources. For example, when children are reading and telling a favourite story, staff add props to encourage them to act this out. However, opportunities to extend mathematics activities for older and more-able children are not consistent. For example, staff do not introduce numerals to extend a counting activity. All children are well prepared for the next stage in their learning, such as the move to school. Staff talk to children about textures, colours and shapes, and encourage them to share their ideas through stories. Children have access to a rich outdoor environment, which encourages children to explore and take risks. Children investigate and look for bugs and skilfully use the climbing wall.

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

Children thrive in this welcoming and vibrant setting. They enjoy secure and warm relationships with their key persons, who offer constant praise and encouragement. As a result, children display good levels of motivation, confidence and self-esteem, which supports their emotional well-being. As a result, children are supported in making new relationships. Staff are very good role models. They remind children of expected behaviours and how to keep themselves safe. For example, children help to tidy away the toys, use the apparatus safely and know to share and take turns. Staff ensure that children are prepared emotionally for making the move to school. They encourage and reinforce good hygiene practices and support children's understanding of the importance of a healthy lifestyle, through regular opportunities to access outdoor play and exercise. Children develop their independence at mealtimes, as children from the setting access the school dining hall.

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

All staff within the group have a very sound understanding of the Early Years Foundation Stage. A robust recruitment procedure is in place, which is supported by a thorough induction programme. Staff are encouraged to undertake courses relevant to their job. For example, they have attended courses in first aid and safeguarding and, as a result, children are kept safe. The manager monitors all aspects of practice throughout the setting through staff observations and supervisions. However, these do not always provide opportunities for staff to share good practice and, therefore, further develop teaching skills. The management have high expectations for the setting. They support staff in tracking the progress of individual and groups of children to ensure they are making good

progress.

Setting details

Unique reference number	EY303614
Local authority	Darlington
Inspection number	861815
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	145
Name of provider	West Park Day Nursery Limited
Date of previous inspection	24 February 2010
Telephone number	07865 238 558

West Park Nursery and Out of School Club was registered in 2005 and is located within West Park Academy. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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