

# Stanley House Kindergarten

326 Croston Road, Farington Moss, Leyland, Lancashire, PR26 6PN



## Inspection date

Previous inspection date

17 April 2015

22 July 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always share their initial assessments of children's learning with parents to ensure they have the most accurate overview of children's starting points.
- Staff do not regularly review children's progress. Any information gained from observations they do make is not used securely to plan activities that support individual children's learning to the highest level.
- Managers do not identify inconsistencies in staff practice with sufficient robustness in order to maintain good-quality teaching across the nursery.

### It has the following strengths

- Leaders and staff have a good understanding of the welfare requirements of the Early Years Foundation Stage. Recruitment procedures are robust and the induction process ensures staff know the safeguarding procedures very well. Consequently, children's safety is promoted effectively.
- The well-established staff team work harmoniously together and are warm and welcoming. As a result, children and parents feel at ease and strong bonds have been formed. This helps children to be emotionally secure and promotes their well-being.
- The nursery and equipment are organised effectively so children have plenty of choice. This helps children to develop the dispositions to be active and exploratory learners.
- Staff are adept at supporting children to understand the potential implications of their actions. Consequently, children are learning to keep themselves and their friends safe.
- Children's art and creativity is greatly valued by staff. As a result, children have many opportunities to fully represent their own ideas using a range of media.

## What the setting needs to do to improve further

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

- ensure staff share, and invite parents to review, any initial assessments they undertake to identify each child's starting points and ensure parents continue to be kept well informed about their child's progress and the ways their children's ongoing learning is promoted
- improve the quality of teaching by ensuring all staff regularly undertake accurate observations and assessments of children's progress and support the staff to use the information gained from these observations and assessments to plan specific learning experiences that fully extend individual children's learning, to promote their next steps in learning.

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

- improve the ways in which staff performance is managed to ensure that staff's planning and assessment of children's learning is consistently undertaken and take steps to make sure all staff continue to improve and develop their good practice so as to continually deliver high-quality teaching.

## Inspection activities

- The inspector viewed activities in the five playrooms and the outdoor play area.
- The inspector spoke to members of staff and children at appropriate times during the inspection. He also held meetings with the owner, the nursery manager and the member of staff responsible for the coordination of services for children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection, viewed feedback documents and took account of the information available for parents and staff.
- The inspector looked at children's records, planning documentation and evidence of the qualifications and suitability of staff working in the nursery. He also looked at the nursery's self-evaluation document and a range of other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

## Inspector

Frank Kelly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff have a suitable range of qualifications and experience, which enables them to securely support children's learning. For example, they support children to count fruit in a popular book about a caterpillar, or the blocks as they build towers. They point and name items to help babies and children who are learning English to make connections. Resources are presented in an inviting manner and are easily accessible. Consequently, children are developing a confidence to try things out. This helps them develop relevant skills so they are soundly prepared for the next stages in their learning. A system is in place for staff to observe and assess children's learning. However, this is inconsistently implemented by staff. They do not always routinely undertake regular ongoing assessment or always share their assessments with parents to ensure their accuracy. Nevertheless, children experience a range of activities that provide a suitable breadth of curriculum, which spans the seven areas of learning. Additional activities to add fresh interest and experiences for children are provided. For example, they encourage babies' exploratory play with shaving foam. In pre-school, children make cakes out of play dough, using decorative cake cases and flour sifters. However, staff do not sharply focus such planning to extend each child's individual next steps of learning. This means that children do not always gain from meaningful activities that fully challenge and extend their individual progress. Parents are kept informed of children's daily activities. The arrangements for working in partnerships with other professionals and services are effectively implemented.

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

An effective key-person system means that children's unique care needs and routines are very well met. Photographs of the children's family members and pets are displayed, which helps younger children feel safe. As a result, all children are secure and happy in nursery. There are effective procedures in place to help children prepare for their move to school. Children's health is promoted as staff follow appropriate procedures. Children have lots of opportunities to be physically active outdoors. Toddlers confidently balance along the crates and clamber up steps. Staff effectively help children to practise self-help skills and take turns. Staff lead through their polite and calm example. Children are helped to understand how to keep themselves safe, for example, as staff remind them not to throw their heads back as they may bump others or make themselves dizzy.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The nursery is currently in a state of transition as the owner has been reviewing the organisation of the staff and the quality of the play environment. As a result, secure self-evaluation and arrangements for future improvement are underway. However, while regular supervision and opportunities for training are undertaken; the improvement of staff performance, regarding the quality of assessment, is not yet sufficiently robust to ensure children make the best progress possible. Regulatory and complementary information is made available to parents through displays, leaflets and notices.

## Setting details

<b>Unique reference number</b>	EY280811
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	861063
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	43
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Julie Danson and Edward Danson Partnership
<b>Date of previous inspection</b>	22 July 2009
<b>Telephone number</b>	01772 421 924

Stanley House Kindergarten opened in 1990 and was registered under new ownership in 2004. The nursery employs 14 members of childcare staff. Of these, one member of staff has Early Years Teacher status and 11 hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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