

# Palacefields Daycare Centre



Palacefields C J School, Badger Close, Palacefields, Runcorn, Cheshire, WA7 2QW

<b>Inspection date</b>	10 June 2015
Previous inspection date	13 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff know children well. They respond sensitively to their individual needs and plan a range of activities based on their interests.
- Children form close relationships with the warm and caring staff. This helps support children's confidence and emotional well-being.
- Staff promote children's independence well throughout the setting and encourage them to attend to their own needs. This helps prepare children for their next stage in learning.
- Staff use a number of effective strategies to support children's developing language and communication skills. As a result, all children are making good progress in this area.
- Children's assessments and progress in learning are monitored well. This ensures any gaps in their learning and development are identified and targeted quickly.

### It is not yet outstanding because:

- Staff do not always plan effectively for children's learning experiences outdoors. This means opportunities to extend children's learning are missed, particularly in literacy.
- Staff do not always involve parents in planning for children's next steps in learning and development.

## What the setting needs to do to improve further

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

- provide more planned experiences outdoors, which support and extend children's learning and development across the seven areas of learning, particularly literacy.
- strengthen parent's involvement in children's learning and development, by providing more ways to share information about children's progress and next steps in learning.

### Inspection activities

- The inspector observed play and learning activities both indoors and outside, and conducted a joint observation with the manager.
- The inspector carried out a tour of the premises.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector carried out a meeting with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

### Inspector

Nadine McCarthy

## Inspection findings

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

Staff plan a range of activities based on children's needs and interests. For example, children take part in painting pictures, singing songs and making models after finding a spider in the garden. Staff in the pre-school room support children's developing literacy and mathematics skills well. Children select their favourite stories and count the number of blocks used to make a tower. However, staff are less effective in planning and extending children's learning experiences outdoors. This means children have fewer opportunities to engage in activities that support all areas of learning and development, particularly their developing literacy skills. Staff use different strategies to help promote children's language and communication skills, this results in all children making good progress in this area. Staff working with babies, effectively support their communication skills. They sing songs and rhymes throughout the day and model the use of simple language. Staff complete regular observations and assessments of children's next steps in learning. Staff do not always encourage parents to contribute to children's next steps, which means that opportunities to extend their learning are sometimes missed.

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

Staff know their key children well and respond to their individual needs attentively. Children have formed close relationships with staff and this helps support their emotional well-being. Children are encouraged to be independent and attend to their own needs, such as washing their hands before lunch and opening their lunchbox. This helps support their readiness for school. Children are given good opportunities to develop their physical skills through regular access to the outdoor area. Key persons work with parents to determine starting points and establish what children can already do when starting at the setting. Positive behaviour is promoted well in the setting by discussing feelings and emotions with children. Staff act as good role models and remind children about sharing and taking turns. As a result, they play well together and form good relationships with each other.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She works effectively alongside staff to ensure all children are making good progress and to identify any gaps in their learning. Observations of activities help to ensure planning is tailored to children's individual needs. The manager completes regular observations of staff practice to monitor the quality of teaching and the effectiveness of interactions with children. Supervisions and appraisals help support staff's professional development. They are given opportunities to attend relevant training and further their qualifications. Safeguarding policies and procedures ensure the staff are confident in promoting the safety and welfare of children.

## Setting details

<b>Unique reference number</b>	303479
<b>Local authority</b>	Halton
<b>Inspection number</b>	864776
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Palacefields Daycare Centre Committee
<b>Date of previous inspection</b>	13 March 2012
<b>Telephone number</b>	01928 755374

Palacefields Daycare Centre was registered in 2006. The setting employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two at level 2. The remaining four staff are currently working towards an appropriate early years qualification. The setting opens all year round from 8.00am until 6.00pm, Monday to Friday. Care is also provided for school aged children from 3.00pm until 6.00pm. The setting provides funded early education for two-, three- and four-year-old children.

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