

# West Park Kindergarten

West Park Drive, Stanley Park, Blackpool, FY3 9EQ



## Inspection date

10 July 2015

## Previous inspection date

23 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Managers have worked closely with other professionals to implement all actions and recommendations raised at the last inspection, evaluate practice, set targets and drive improvement. As a result, the quality of care and education has improved significantly.
- The educational programmes within the kindergarten provide a broad range of experiences that help children make good progress towards the early learning goals. This, combined with the good quality of teaching, accurate monitoring and a secure understanding of the areas of learning means children make good progress.
- Managers have a good understanding of the Early Years Foundation Stage requirements, and how to protect and safeguard children. Staff have a good understanding of safeguarding and child protection procedures. They effectively keep children safe and support their growing understanding of how to keep themselves safe.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments. Effective care practices mean children's individual care needs are always well met and their confidence and emotional well-being is effectively supported.
- The key-person system is very well established and fosters very good partnerships with parents, therefore, children form secure attachments and their independence is promoted. As a result, they are well prepared for the next stage in their learning, including when the time comes to move to school.

### It is not yet outstanding because:

- Staff do not yet have enough opportunity to reflect on and share the very good teaching practice.
- Children's understanding of how adopting a healthy lifestyle helps them to be healthy is not fully supported.

## What the setting needs to do to improve further

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

- extend systems to enable staff to further reflect on ways to strengthen teaching and learning to an outstanding level
- ensure children understand why they need to wash their hands to be healthy.

### Inspection activities

- The inspector observed activities in the indoors and the outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the managers of the setting.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to during the day.

### Inspector

Jacqueline Midgley

## Inspection findings

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

All staff hold childcare qualifications and use their knowledge well to provide a good range of learning opportunities both indoors and outside, which cover all seven areas of learning. Children's communication and language, mathematical development and imagination are supported well, as highly motivated staff encourage children to count, describe, make connections in their learning and create stories in their play. Children apply their learning well. They solve problems when they construct their toy boat, use good language to describe the sea and the predators within it, and sing and make up stories about their adventure. Children of all ages are enthusiastic learners because staff provide a good range of well-thought-out learning opportunities, which meet their individual needs. Planning and assessment are precise, sharply focused on each child's needs and effectively shared with parents, and if necessary, other professionals. As a result, all groups of children make good progress from their starting points.

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

Children form very close relationships with the supportive and sensitive staff team. They develop close, attentive and trusting relationships with children. As a result, children's individual needs are always met very well and their confidence and emotional well-being are effectively supported. Children's independence and self-help skills are well supported and appropriate to their age and stage of development. Effective care practices help children learn how to adopt a healthy lifestyle and take care of their personal needs. They learn to wash their hands independently, but have little understanding of why they need to do this to promote their good health. Children have plenty of outdoor play, which promotes their physical development and helps them to learn how to manage risks safely. Children show their understanding of safety as they confidently remind each other about the importance of wearing hats outdoors in hot, sunny weather.

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

The managers and staff are committed to continuing to improve this good kindergarten. Professionals from the local authority have supported managers through a 12 month period of comprehensive change. Managers have adopted a variety of methods, which effectively support them to evaluate practice, engage in professional supervision, staff training and development. This drives improvement and leads to consistency in the quality of teaching. However, the new systems are not yet used fully in order to reflect on practice and identify ways to improve the quality of teaching and learning even further. An effective system for the analysis of assessment information means that children's potential learning needs are recognised and quickly met within the kindergarten. Partnerships with parents are strong. Parents describe how well the staff keep them informed and included in their child's learning. This supports a shared approach to children's learning and development, both in the kindergarten and at home. As a result, children enjoy their time and make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY446224
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	984703
<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>	48
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Debra Easter
<b>Date of previous inspection</b>	23 July 2014
<b>Telephone number</b>	01253 393299

West Park Kindergarten was registered in 2012. The kindergarten employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to 6. The kindergarten opens from Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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