

Willow Park Day Nursery

Willow Street, SOWERBY BRIDGE, West Yorkshire, HX6 2BU



Inspection date 31 March 2016
Previous inspection date 14 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy and confident. They enjoy doing things for themselves within daily routines which they are clearly familiar with. Staff foster children's thirst for learning through their own enthusiasm, positive interaction and good questioning.
- Staff create a stimulating and accessible indoor learning environment. This helps children to make choices, preparing them well for future learning. It also means that children are keen learners who make good progress in their learning.
- Staff have a good regard for children's safety and physical well-being.
- Children's emotional well-being is fostered well. There is a strong key-person system and effective settling-in arrangements. Children's continued sense of security is well ensured as they change rooms or leave for school.
- Staff build effective partnerships with parents and other professionals, in order to meet children's individual care and learning needs. As part of this, effective channels of communication are established.
- Staff are good role models, which helps children to learn essential social skills. Children build strong friendships as they link up during many activities, sharing ideas and enjoying doing things together.

It is not yet outstanding because:

- Staff do not always track children's progress rigorously, in order to identify and target any gaps in their learning.
- Children who prefer to play outdoors are not given enough opportunities to develop their interests.

What the setting needs to do to improve further

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

- enhance the tracking of children's progress, in order to identify and plan for any gaps in children's learning with greater success
- improve opportunities for children who prefer to play outside to follow their interests.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation, planning, children's records of learning and evidence of the suitability of staff working in the nursery.
- The inspector viewed written feedback from parents recorded in children's records of learning.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

As the joint manager, the provider has a good insight into the nursery's strengths and weaknesses. She and staff share the same strong drive for improvement, reflected in continual self-evaluation. This includes early years colleagues, parents and children. Staff's qualifications and training have a positive impact on the provision. Their performance is monitored and supported well, in order to continually raise the quality of teaching. Arrangements for safeguarding are effective. Access is stringently monitored, child protection procedures are well understood and all staff have first-aid training. Children can move around freely in a safe environment and babies are closely supervised while practising their developing physical skills. Strong links with other professionals and adaptations within the nursery ensure inclusion for all children.

Quality of teaching, learning and assessment is good

There are good quality interactions by staff, who plan a varied range of activities that motivates children and builds on their learning. This includes interesting outings, for instance, to the allotment, church and museum. Staff observe children, planning for their interests and what they need to do next. This is in conjunction with parents, who are well informed about their children's progress. Children are eager to join in with baking butterfly buns. Purposeful discussions ignite their creative and critical-thinking skills and help them understand processes and change. Children delight in measuring and mixing ingredients, successfully demonstrating early mathematical skills. Babies actively explore, showing intrigue in accessible sensory media and materials. Staff effectively support their early speech, using interesting and engaging tones as they play.

Personal development, behaviour and welfare are good

Home visits help children to become familiar with their key person and build early secure attachments, before beginning their visits to nursery. Close consultation with parents ensures that important information is exchanged during this period and thereafter. This includes details of home routines, children's uniqueness and their stage of development on entry. Babies smile delightedly at their warm and loving key person. They readily crawl to them for a warm cuddle or to share a toy. Children cooperate and patiently take turns during a baking activity and thrive on frequent praise and encouragement. Children readily manage self-care tasks, developing good levels of independence. The nursery's ethos of inclusivity means that children learn to appreciate, value and respect difference.

Outcomes for children are good

Children make good progress. Any gaps between the attainment of individual children or groups of children are closing because of early identification and intervention. This includes disabled children and those with special educational needs, and those for whom the nursery receives additional funding. Children have a positive approach to learning. They are motivated and engaged, persevering to achieve what they set out to do. They behave well, are sociable and enjoy sharing experiences. They are independent and inquisitive learners who acquire important skills for moving on to school.

Setting details

Unique reference number	EY374168
Local authority	Calderdale
Inspection number	858227
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	54
Number of children on roll	49
Name of provider	Kindergarten (North West) Limited
Date of previous inspection	14 May 2012
Telephone number	01422 839834

Willow Park Day Nursery was registered in 2008. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications, one at level 4, six at level 3 and one at level 2. The nursery opens all year round, from Monday to Friday, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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