

Stanley House Kindergarten

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



Inspection date

13 April 2016

Previous inspection date

17 April 2015

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

- The dedicated management team has a clear vision for further improvements. The manager and proprietor value the opinions of staff, children and parents. All actions and recommendations raised at the last inspection have been fully addressed and outcomes for children have improved.
- Staff make accurate observations of children's learning and development. They use this information well to plan purposeful next steps that reflect children's individual needs and interests. This helps to engage children effectively and motivates them to learn.
- Staff are good role models to children and treat children with respect. Children behave well and have positive attitudes towards others. They happily share toys, take turns and use good manners with each other.
- Partnerships with parents are very good. They speak highly of the staff team and the care and learning that their children receive. Parents are well informed about their children's progress through daily discussions, reports and parents' evenings. Parents are supported by staff to continue and extend children's learning at home.

It is not yet outstanding because:

- Children's progress is tracked effectively. However, methods to monitor the progress of different groups of children are not yet established so that any variations in achievement can be swiftly targeted.
- At times, staff do not use opportunities to encourage children to explore mathematical concepts and ideas in daily activities and routines.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress to include different groups of children
- extend opportunities for children to use mathematical language and concepts during their everyday play.

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 kindergarten manager.
- The inspector held a meeting with the kindergarten manager and provider. She looked at relevant documentation, such as the kindergarten's self-evaluation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, instrumental progress has been made. The manager and proprietor are committed to the continuous improvement of the kindergarten. For example, they have revised the way they involve parents in their child's initial assessments and now collect detailed, informative information that supports and encourages children's progress from the outset. The manager and staff team fully understand the importance of working together to close gaps in children's development. The arrangements for safeguarding are effective. All staff are trained in child protection and understand what to do if they have any concerns about a child. Recruitment and vetting procedures are robust and help to make sure that all staff are suitable to work with children. All staff are supported to improve their knowledge and skills through supervision sessions, observations of practice and regular training opportunities. Effective partnerships with parents and other agencies are well established to meet children's needs and improve the consistency of care and education.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn. They plan a broad and balanced range of experiences that excite and entice children to learn. For example, older children practise making marks as they write shopping lists, using them to buy produce in the 'kindergarten shop'. Staff in the baby room give young children a secure base from which they can explore. They provide children with a range of sensory activities and promote their investigation as they discover different textures as they play in the sand. Children learn about nature and the world around them. They enjoy digging, planting and bug hunting. Staff effectively support young children's developing language skills. They introduce new words, ask questions, use repetition and help children to build sentences, encouraging them to explain and describe what they are doing.

Personal development, behaviour and welfare are good

Children thoroughly enjoy the time they spend in this warm and welcoming kindergarten. Staff are deployed well in each room and they complete detailed, daily risk assessments to help ensure children's safety and well-being. Furthermore, children are encouraged to manage their own safety. They follow rules and help to tidy away toys after they have used them. Children are supported to feel emotionally secure through a successful key-person system, flexible settling-in procedures and enhanced transition arrangements as they move rooms. They form strong attachments with staff and build friendships, which boosts their emotional well-being. Children follow good hygiene procedures and learn the importance of a healthy lifestyle. They are provided with nutritious meals and have plentiful opportunities to develop their physical skills in the well-resourced outdoor area.

Outcomes for children are good

Children make good progress from their starting points and gain the skills they require for their next steps in learning and for school. Children gain confidence, independence and increase their social skills. They are confident, inquisitive learners who demonstrate a positive attitude towards learning.

Setting details

Unique reference number	EY280811
Local authority	Lancashire
Inspection number	1013050
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	1 - 4
Total number of places	46
Number of children on roll	74
Name of provider	Julie Danson and Edward Danson Partnership
Date of previous inspection	17 April 2015
Telephone number	01772 421 924

Stanley House Kindergarten was registered in 2004. The kindergarten employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The manager holds Early Years Teacher status. The kindergarten opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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