

Silkwood Private Day Nursery and Creche



Total Fitness, Silkwood Park, Fryers Way, Wakefield, West Yorkshire, WF5 9AD

Inspection date	13 December 2016
Previous inspection date	17 September 2013

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 enjoy playing with a wide range of good quality toys and materials. Staff regularly review these resources and ensure they meet a wide range of developmental needs and improve learning experiences for children.
- Staff are well qualified and the quality of teaching is good. They use their skills and knowledge effectively to help children make good progress from their different starting points.
- Staff keep parents well informed about their children's progress. They give parents ideas about how to support children's learning at home. These good partnerships with parents have a positive impact on children's learning and development.
- Staff help children lead a healthy lifestyle. Children have many opportunities to be physically active and have access to plenty of fresh air and exercise. Children enjoy freshly prepared, nutritional food each day. Meals are cooked on site and take account of children's individual dietary needs. Fresh drinking water is freely available.
- Staff work effectively with other agencies and professionals to meet children's individual needs. They ensure that there is regular communication and that relevant information is promptly shared so that children's well-being and learning is effectively promoted.

It is not yet outstanding because:

- The management team does not routinely track the progress of all different groups of children who attend the nursery.
- Staff do not gather the views of all parents to further assist them in identifying areas for change and improvement.

What the setting needs to do to improve further

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

- evaluate the progress made by different groups of children and use the information gained to ensure that any gaps in learning are quickly closed
- enhance arrangements for self-evaluation to include the views of all parents, in order to assist in identifying areas for further improvement.

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, deputy manager and provider. He looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a secure understanding of what to do if they are concerned about a child's welfare or a colleague's behaviour towards children. Recruitment procedures are effective and help to ensure that those who work with children are suitable. Additionally, the manager carries out regular checks to establish if staff are eligible to continue in their roles. Staff attend regular supervision meetings. This leads to targeted training to help support professional development and enhance staff's knowledge and skills. As a result, children benefit from improved learning experiences delivered by experienced and well-qualified staff. Self-evaluation of the quality of the nursery is accurate and identifies areas for development.

Quality of teaching, learning and assessment is good

Staff make good use of the accurate assessments they complete of children's achievements. They use this information to plan individual next steps in learning. Staff provide different opportunities for children to practise their early literacy and mathematical skills. They engage children in conversation, teach them new vocabulary and ask questions to promote their thinking skills. Children enjoy singing number rhymes and playing matching games. They learn to listen carefully to stories and memorise and repeat words and phrases from them. Staff help babies to feel confident in their surroundings and to explore the world around them. They provide them with a good range of stimulating resources that promotes learning and curiosity during their explorations. Children in the toddler room enjoy singing and following simple actions to the songs. Pre-school children benefit from developing their reading skills. They eagerly put their hands up when they know the answers to the sounds that letters represent.

Personal development, behaviour and welfare are good

Staff create a welcoming, homely provision where all children blossom and thrive. The key-person system is effective and positively supports children's well-being and emotional development. Staff guide children as they learn to negotiate with each other and resolve conflicts. Children share, take turns and are thoughtful towards their friends. Staff praise their good behaviour. Children learn about their community and the wider world. They recognise and talk about similarities and differences between themselves and others. Older children learn new skills quickly through the active learning opportunities they experience. Staff have a good knowledge of children's individual needs and meet their care routines effectively.

Outcomes for children are good

All children make good progress in their learning, given their starting points. They are enthusiastic and well-motivated to learn. Children develop increasing independence in caring for themselves from an early age. For example, children use the toilet independently, serve themselves at mealtimes, pour their own drinks and make decisions and choices in their play. This prepares them well for their next steps in learning and their move to school. Children are developing good key skills. They sit and use books independently and enjoy listening to stories.

Setting details

Unique reference number	EY379798
Local authority	Wakefield
Inspection number	1065232
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 - 5
Total number of places	54
Number of children on roll	82
Name of registered person	ZA (UK) Ltd
Registered person unique reference number	RP528415
Date of previous inspection	17 September 2013
Telephone number	01924 416128

Silkwood Private Day Nursery and Creche was registered in 2008. The nursery employs 21 members of childcare staff. Of these, three hold early years qualifications at level 6, three at level 5 and 15 at level 3. The nursery opens Monday to Friday all year round from 7.30am to 6pm. It is closed for all public bank holidays and for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

