

Stanley Day Nursery

Stanley Day Nursery, 78 Lake Lock Road, Stanley, Wakefield, West Yorkshire, WF3 4HP



Inspection date

Previous inspection date

10 January 2017

21 March 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

- The provider and manager are enthusiastic about providing a good quality service for children and families. They talk passionately about the high-quality care and education they offer, helping children to make good progress in their learning.
- The manager monitors the progress of individuals and groups of children. This helps her to identify any gaps in learning and ensure they are closed swiftly.
- The quality of teaching is consistently good with some outstanding aspects. Well-qualified staff provide a good range of activities that helps to motivate children to learn. They listen to children and give them time to respond to the good range of questions they ask. Children are confident talkers and keen to interact with other children, staff and visitors.
- Staff use precise observations and assessments of children's development to help them to identify what children need to learn next. These are shared with parents regularly as well as ways to further promote children's learning at home.
- Children settle well when they first start attending the nursery and quickly form secure attachments with their key person. Staff in the baby room are particularly skilful at working together to ensure that children's emotional well-being is being met at all times.

It is not yet outstanding because:

- The systems in place for supervision meetings and the monitoring of staff practice do not focus precisely enough on raising the quality of teaching to a consistently high level across the nursery.
- Staff do not share enough information about children's learning with other early years settings that they attend, in order to fully complement their learning.

What the setting needs to do to improve further

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

- build on the systems for staff performance management and increase the potential for all staff to consistently deliver high-quality teaching, in order to help children achieve outstanding progress
- strengthen partnerships with other early years settings that children attend and share more detailed information to support their continuing good progress.

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.
- The inspector looked at relevant documentation, such as training certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a good understanding of the signs and symptoms of abuse. They know where to report concerns about children's welfare. The manager and staff promote children's safety in the nursery and at home. For example, they assess and minimise areas of risk in the nursery and provide first-aid training for parents. Parents comment positively about the nursery. They say that staff are enthusiastic and provide their children with a high standard of learning. Staff keep parents informed about their children's progress daily. They invite parents to attend meetings to enable them to view their children's observation and assessment records. This helps them to know their children's levels of development. Staff have completed in-house training to help them support children's good communication and language skills. The manager and provider gather information from parents and staff about their views and aspirations for the nursery. This helps them to continually review their practice and improve the service they offer.

Quality of teaching, learning and assessment is good

Staff provide children with a good range of experiences throughout the day in the varied and exciting rooms available to them. These include the wet room, where older children develop excellent literacy skills in readiness for their move on to school. Staff play alongside children as they write their name in foam on the walls. They sound out the letters in words, helping children to confidently recognise the letters and write the word dog. Toddlers are deeply engaged in making noises as they move around the garden, pretending to be a dinosaur. Through discussion, staff encourage children to share their knowledge of dinosaurs, helping them to be confident to talk about their interests.

Personal development, behaviour and welfare are good

Staff support children's personal and social development well. They make routine activities an enjoyable experience, helping children to manage their own care needs independently. For example, older children wash their hands prior to eating and serve themselves food. Staff sit with children during mealtimes and talk to them about the foods they are eating. Children's behaviour is good. They are kind and learn to respect each other. Staff use songs and rhymes to remind children to use good manners and to say please and thank you. Children are active and benefit from regular fresh air and exercise in the nursery garden. Staff take children into the purpose-built soft-play area to further develop their physical skills. Children excitedly take off their shoes and coats and are eager to run, climb and slide on the play equipment.

Outcomes for children are good

Children make good progress in their learning from their starting points. They are excited and motivated to learn. Children show good listening skills and follow simple instructions. Babies enjoy listening to the sound objects make when they are shaken. They watch bubbles and lights as they move in water and look at themselves in mirrors around the room. This helps them to learn about themselves and to develop their senses.

Setting details

Unique reference number	EY335672
Local authority	Wakefield
Inspection number	1064882
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 - 4
Total number of places	85
Number of children on roll	157
Name of registered person	Stanley Childcare Limited
Registered person unique reference number	RP526294
Date of previous inspection	21 March 2013
Telephone number	01924 835094

Stanley Day Nursery was registered in 2006. The nursery employs 30 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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