

# Palacefields Daycare Centre



Palacefields C J School, Badger Close, Palacefields, Runcorn, Cheshire, WA7 2QW

<b>Inspection date</b>	29 June 2017
Previous inspection date	10 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not carry out the required progress check for children aged between two and three years.
- Some staff do not use the information gained from their observations of children's learning to inform future planning and to provide challenging learning experiences.
- The current arrangements for monitoring staff practice do not yet provide each member of staff with precise information about what they need to do in order to improve their skills and raise the quality of their teaching.
- Information about children's progress and development is not always shared with schools and other settings that children are due to attend. This means that children's transitions to school are not as well supported as they could be.

### It has the following strengths

- Children are happy and enjoy their time at nursery. They establish close relationships with staff and positive friendships with each other.
- Staff create a warm and welcoming environment. Children have access to a good range of toys and equipment that covers the different areas of learning. They are encouraged to follow their own interests and make choices in their learning.
- Staff have a good understanding of how to support children's social and emotional development. They are sensitive to children's needs and use different strategies to support children's confidence and self-esteem.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ complete the progress check for all children aged between two and three years and provide parents with a short written summary of their child's development.             | 28/07/2017      |
| ■ ensure all staff use the information gained from observations to plan challenging learning experiences that support children's good progress and next steps in learning. | 28/07/2017      |

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

- enhance the systems for monitoring the quality of teaching so that all practitioners know what they must do to improve their skills
- develop links with schools and share information about children's development to fully support their transitions to school.

### Inspection activities

- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to two parents during the inspection and took account of their views.

### Inspector

Nadine McCarthy

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff have a clear understanding of the setting's safeguarding procedures and how to report concerns about children's welfare. The manager provides regular safeguarding updates and child protection training to help support staff. Recruitment and vetting procedures ensure all staff are suitable to work with children. The manager identifies general improvements for the nursery and produces action plans. She seeks the views of staff and parents and considers this when reviewing the quality of the nursery. Staff are suitably qualified and deployed well across the nursery. They have opportunities to attend supervision meetings and training, such as first aid. The manager has introduced some systems to monitor staff practice, including peer observations. However, these are not yet fully effective in identifying specific improvements for teaching and interactions.

### **Quality of teaching, learning and assessment requires improvement**

Currently there are no procedures in place to ensure the required progress check for children aged between two and three years is completed. Parents, therefore, do not receive a summary of their child's development during this stage. Staff complete regular observations of children's learning and assess their development. However, not all staff use this information effectively to plan challenging activities that support children's good progress and next steps in learning. Generally, the quality of teaching across the nursery is good. Staff interact well with children and support their early language skills. Children in the pre-school room engage in activities and games that help develop their mathematical and literacy skills. Younger children are encouraged to explore the environment and use their senses. Children in the toddler room enjoy taking part in messy activities and experiment with different tools to make marks.

### **Personal development, behaviour and welfare require improvement**

Children behave well and develop positive friendships with each other. Staff act as good role models and manage behaviour appropriately. They are sensitive to children's needs and support their emotional development well. Children display independence and confidence in attending to their own needs. They have opportunities to access the outdoor area and take part in activities that support their physical development. Children learn about the wider world and different cultures through activities and events. Staff communicate with parents and share information to support children's learning at home. However, staff have not yet established effective links with primary schools children are due to attend.

### **Outcomes for children require improvement**

Children do not make enough progress because their learning is not always sufficiently challenged. However, they do acquire some of the key skills required for their next stage in learning. They engage well in activities and show a desire to learn new skills. Babies show curiosity as they explore musical instruments and make different sounds. Toddlers display an interest in looking at books and stories.

## Setting details

<b>Unique reference number</b>	303479
<b>Local authority</b>	Halton
<b>Inspection number</b>	1090568
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Palace Fields Day Care Centre Committee
<b>Registered person unique reference number</b>	RP909618
<b>Date of previous inspection</b>	10 June 2015
<b>Telephone number</b>	01928 755374

Palacefields Daycare Centre registered in 2006. The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above and three at level 2. The setting opens all year round from 8am until 6pm, Monday to Friday. Care is also provided for school aged children from 8am to 9am and 3pm until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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