

# Stanley Day Nursery Education Centre



Stanley Library And Community Centre, Lake Lock Road, Wakefield, WF3 4HU

## Inspection date

14 September 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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, the manager and the staff are enthusiastic and dedicated. They share a clear vision and are committed to providing high-quality care and learning.
- The provider and the manager regularly seek and include the views of children, parents and staff when evaluating the setting. Recent changes have improved children's learning experiences outdoors and developed their physical skills successfully.
- Staff know children well, helping them to develop secure relationships. Staff support children who are new to the setting well as they grow in confidence. Interactions between staff and children are sensitive, caring and respectful.
- Enthusiastic and caring staff welcome children with a smile. They value children and engage them well in conversations, taking an interest in what they have been doing at home, helping ensure consistency in their care and learning.
- Staff support children's communication and language skills well. Staff learn key words in children's home language to support those who speak English as an additional language.

### It is not yet outstanding because:

- Overall, although, staff monitor individual children's progress effectively, they do not use the information fully to monitor the progress made by groups to help them evaluate the effectiveness of learning.
- Monitoring of staff's practice is not yet rigorous enough to focus on ways to consistently extend teaching skills even further.

## 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 good monitoring processes already in place to focus more on monitoring groups of children to help evaluate the effectiveness of learning overall
- strengthen supervision and the evaluation of staff's teaching skills to ensure teaching is consistently of a very high quality.

### Inspection activities

- The inspector observed teaching in the indoor and outdoor areas and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the provider and the manager.
- The inspector spoke to parents and took into account their views.
- The inspector spoke to children and staff at appropriate times throughout the inspection.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

The manager ensures that staff keep their safeguarding knowledge up to date by, for example, discussing child protection at supervision and staff meetings. Staff know the signs that may suggest a child is being drawn into situations that put them at risk of significant harm. Safeguarding is effective. Staff consider children's safety throughout all aspects of their practice. The manager regularly reviews effective risk assessments, contributing towards minimising any potential hazards. The implementation of safe recruitment and comprehensive induction procedures is effective in ensuring all staff are suitable for their roles. Regular supervision helps to ensure that staff continue to be effective in their roles. Training opportunities help staff to further develop their practice.

### Quality of teaching, learning and assessment is good

Overall, teaching is good and, sometimes, outstanding. Staff use thorough and careful tracking from accurate observations and assessments well to quickly identify and address what children need to learn next. This helps to narrow any gaps in learning and contributes well towards the good progress that children make. Staff offer settling-in sessions for new children. They spend time speaking to parents about children's individual care routines and interests. They find out about children's prior learning that helps them with their initial assessments of their abilities. Children enjoy using their senses to explore and investigate a wide range of stimulating resources and natural materials. The skilful use of questioning by staff helps children to think for themselves and practise their good communication and language skills. For example, during a science experiment, staff ask children, 'What do you think might happen next?' Parents comment that they are exceptionally happy with the care and learning that their children receive.

### Personal development, behaviour and welfare are good

Children learn that their views are valued, boosting their confidence and self-esteem effectively. Children form strong friendships with others and are keen to share their learning experiences with them. Children have good social skills and behave well. Staff encourage children to do things for themselves. For example, children put on aprons for craft activities and serve themselves snacks, meals and drinks. Staff promote children's dietary needs well and provide a good range of healthy meals for children. Staff provide opportunities for children to learn about their local community. For example, staff take them to visit the library to choose books.

### Outcomes for children are good

Children make good progress. When starting points are below expected levels, the assessments and subsequent interventions are making a difference for individual children. Children are confident and motivated to learn. Additional funding is well used and planned for. They are developing early writing skills and are learning to count and recognise numbers in the environment. Children learn key skills in readiness for their move on to school. They enjoy being physically active outside. They enjoy climbing and riding bicycles down grassy slopes, helping to develop their balance and coordination.

## Setting details

<b>Unique reference number</b>	EY490894
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1017330
<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
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Stanley Childcare Limited
<b>Registered person unique reference number</b>	RP526294
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01924 835094

Stanley Day Nursery Education Centre registered in 2015. The nursery employs 17 members of childcare staff, of whom all hold early years qualifications at level 3 or above. The manager holds early years professional status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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