

# Stanley House Kindergarten

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



<b>Inspection date</b>	6 March 2019
Previous inspection date	13 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The designated person for safeguarding has insufficient knowledge and understanding of what constitutes potentially serious concerns about children's welfare. In addition, their understanding of child protection procedures is poor. As a result, the safety and welfare of children has been compromised.
- There are limited opportunities for children to learn about different cultures, faiths and the wider community.

### It has the following strengths

- Partnerships with parents are strong. Parents are well informed about their children's progress. They comment on the friendly staff, who are respectful of home routines.
- Children's behaviour is very good. They are well mannered and demonstrate that they are fully aware of what is expected of them. For example, they tidy up their own toys when requested. They form friendships with their peers and show kindness towards each other. Staff implement consistent rules and boundaries and act as excellent role models to the children.
- Children make consistently good progress in all areas of their development. The manager meticulously monitors the progress of different groups of children. She uses this information to ensure that gaps in learning are identified and addressed quickly. As a result, children are ready for the next stage in their learning, including their transitions to school.
- All children are making good progress from their starting points, including children with special educational needs and/or disabilities. This is because all staff share a strong vision about the differences in individual children and how they learn. Staff ensure that learning activities they plan take into account children's next steps and are accessible to all.

## What the setting needs to do to improve further

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

	Due date
ensure that the designated lead person for safeguarding has a secure knowledge of all safeguarding matters that enables them to identify, understand and act appropriately to any signs of possible abuse and neglect	29/03/2019
ensure that the designated lead person for safeguarding reports all safeguarding matters in a timely manner to the relevant local statutory children's services as required.	29/03/2019

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

- enhance the opportunities for children to learn about similarities and differences in people and the wider community.

### Inspection activities

- The inspector toured the premises and observed children during play.
- The inspector carried out a joint observation of teaching practice with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with staff and managers about safeguarding, their key children and planning.
- The inspector reviewed a wide range of documentation, including the kindergarten policies, staff files and records of children's progress.

### Inspector

Joanne Wildman

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager, who is also the designated safeguarding lead, has a poor understanding of child protection procedures. This includes procedures to be followed where there are potentially serious concerns about children's welfare. This has led to referrals to statutory agencies being delayed and has compromised children's safety. Despite this, the management team has robust procedures for ensuring that staff working at the kindergarten are suitable to do so. The management team is committed to staff development and improvements across the kindergarten. The manager has recently disseminated training across the staff team about a different method of planning for children's learning. This has been successfully implemented and has resulted in improvements in children's development in all areas across the kindergarten. The success of this has been closely monitored and evaluated through regular supervisions between managers and staff.

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

The highly qualified staff skilfully use their knowledge of individual children and how they learn to accurately assess children's progress. This information is used to effectively form appropriate next steps in children's learning. Staff optimise opportunities to extend children's learning based on their interests. For example, as pre-school children play in a water tray, they experiment with different materials while staff encourage them to predict whether different sized items will float or sink. This promotes children's critical thinking skills and mathematical development. Babies are developing their early literacy skills and exploring their creativity from an early age. For example, they use crayons, paints and their fingers to independently make marks on surfaces provided within their reach.

### Personal development, behaviour and welfare are inadequate

The manager does not promote children's safety and welfare adequately. The weakness in their safeguarding practice has compromised children's safety and welfare. Despite this, children are happy to attend and settled. They form close bonds with all staff as a result of the warm, attentive care they receive. The kindergarten benefits from a well-equipped outdoor area where all children enjoy opportunities to be physically active and exercise in all weathers. The kindergarten places a strong emphasis on developing children's self-care skills from an early age. For example, staff in the room for two-year-olds work with parents to encourage and facilitate toilet training. In addition, all children are accustomed to basic hygiene routines, such as washing their hands before eating and after messy play.

### Outcomes for children are good

Children's transitions through the kindergarten are managed well. For example, two-year-olds are acquainted with older children and staff in the nursery and pre-school rooms before they move on. The kindergarten has built links with local primary schools and, where possible, have made arrangements for children to visit. As a result, children have developed the necessary skills and are emotionally prepared when they move on to their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY280811
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10073346
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Julie Danson and Edward Danson Partnership
<b>Registered person unique reference number</b>	RP523755
<b>Date of previous inspection</b>	13 April 2016
<b>Telephone number</b>	01772 421 924

Stanley House Kindergarten registered in 2004. The kindergarten employs 14 members of childcare staff. Of these, 12 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.

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.

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