

# West Park Kindergarten

West Park Drive, Stanley Park, Blackpool FY3 9EQ



<b>Inspection date</b>	9 May 2019
Previous inspection date	10 July 2015

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

## Summary of key findings for parents

### This provision is inadequate

- Since the previous inspection, the quality of practice has deteriorated. The provider has not monitored the nursery sufficiently well to ensure that previous improvements are sustained.
- Risk assessments completed by staff are not successful in ensuring that children are able to play in a safe environment.
- Staff do not ensure that medication administered to children is witnessed by a senior colleague in accordance with their internal policy and procedures.
- Staff do not consistently share information as children transition between rooms, in order to support their learning and development effectively.
- Some children are not sufficiently challenged in their learning and development as staff do not robustly and frequently identify next steps to promote good progress.
- Occasionally, staff do not model the correct language when introducing new vocabulary to children. This impacts on children's acquisition of language.
- The organisation of mealtimes means that some children wait for prolonged periods before they receive their food.

### It has the following strengths

- Children are happy and settled and enjoy their time in this well-resourced learning environment.
- Staff are warm and welcoming. Parents comment on the friendliness of the staff team and their flexible and helpful approach. Staff share information about children's activities to promote consistency in learning and care for children.

## 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
implement effective monitoring systems to ensure that any weaknesses are swiftly addressed and improvements are sustained	10/06/2019
ensure staff undertake robust risk assessments to make sure that potential hazards are continually identified and minimised	24/05/2019
ensure staff follow the internal procedures for the administration of medication	24/05/2019
ensure staff share all relevant information to successfully support children's transitions between rooms	10/06/2019
implement effective systems to ensure that children are sufficiently challenged in their learning and development.	10/06/2019

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

- support staff to develop their teaching skills further so that they consistently model the correct language for children
- review the organisation of mealtimes so that children are not waiting for prolonged periods.

### Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- 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 manager.
- The inspector held a meeting with the leadership team. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of leadership and management is inadequate

Since the previous inspection, there has been a deterioration in quality. Safeguarding is not effective. Staff complete risk assessments daily. However, these are not successful in ensuring that children are able to play in a safe environment. This is because some staff are less vigilant and do not ensure that floor areas are kept clear of trip hazards and that spillages from the children's water play are swiftly dealt with. Furthermore, staff do not ensure that a senior colleague witnesses the medication that is administered to children. This practice does not reflect the setting's own internal policies and procedures. Despite these weaknesses, staff understand their role and responsibility in protecting children from abuse. They describe the potential signs and symptoms and understand the procedures to follow should they have concern about a child's welfare. Leaders observe staff and identify aspects of their teaching practice that could be improved upon. Regular supervision meetings help to inform future training needs. However, insufficient monitoring of staff's implementation of policies and procedures means that legal requirements have not been consistently maintained.

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

Despite being well qualified, staff do not identify frequent next steps in children's learning. Consequently, they do not successfully provide children with sufficient challenge in their learning and development to ensure that they make enough progress. Furthermore, information shared between staff as children transition between rooms is not robust. Subsequently, staff do not always have all of the required information to support children effectively in their learning and development. Teaching is variable. On occasions, staff do not promote young children's emerging language skills. This is because when naming animals, staff do not model the correct language. That said, babies enjoy exploring cause and effect toys. Staff support them to push buttons independently and offer praise and encouragement for their efforts. Toddlers enjoy experimenting with paint. They make pictures of caterpillars as staff talk to them about the colours they are using. Pre-school children concentrate on their chosen tasks. They develop their hand-to-eye coordination and small-muscle control as they create pictures using coloured pegs and complete jigsaw puzzles.

### Personal development, behaviour and welfare are inadequate

Weak transition arrangements mean that children's personal development is not fully assured. Additionally, the failure to implement robust risk assessments and follow the procedures for the administration of medication significantly impacts on children's safety and well-being. Mealtimes are social occasions where children learn about the importance of eating healthy foods. However, some children wait for prolonged periods before their meal arrives. Children have daily opportunities to play outside in the well-resourced garden areas. They enjoy operating wheeled toys, exploring in the mud kitchen and running around in the large areas with their friends. Staff manage children's behaviour well. They offer clear and consistent reminders which help to support children to understand what is expected of them.

### Outcomes for children are inadequate

Children do not make enough progress because staff do not frequently identify next steps in children's learning and offer appropriate challenge to fully promote their development. Children with special educational needs and/or disabilities are supported well.

## Setting details

<b>Unique reference number</b>	EY446224
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10104990
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	76
<b>Number of children on roll</b>	158
<b>Name of registered person</b>	Easter, Debra
<b>Registered person unique reference number</b>	RP515769
<b>Date of previous inspection</b>	10 July 2015
<b>Telephone number</b>	01253 393299

West Park Kindergarten registered in 2012. The kindergarten employs 28 members of childcare staff, 27 of whom hold appropriate early years qualifications at levels 2 to 6. The kindergarten opens from Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. 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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