

# Stanley House Kindergarten

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



<b>Inspection date</b>	5 July 2019
Previous inspection date	6 March 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider and her manager are very ambitious and use effective evaluation processes to help continually identify and address areas for improvement.
- Staff are supported well. The manager observes the quality of staff's practice regularly. She offers in-depth supervision sessions that extend opportunities for staff to discuss ways to continually improve their teaching skills.
- Children thoroughly enjoy learning in the well-equipped and exciting outdoor area. Opportunities for them to explore, investigate and discover the world around them are in abundance. For example, they excavate dinosaurs using tools competently and pick herbs to decorate mud cakes they have made.
- Staff in the baby room are caring and sensitive towards these very young children. For example, staff are aware of those who are tired and need a sleep. Staff check on them regularly to help assure their safety.
- The manager closely tracks children's development, which helps her and her staff to quickly identify any gaps in their learning. They take prompt action to address these. Staff use observations of children very effectively to assess their ongoing progress and identify what they need to learn next.
- Parents speak very highly of the dedicated staff team. They remark on how approachable the team members are and how happy they are that their children thoroughly enjoy coming to this vibrant kindergarten.
- Occasionally, staff overlook opportunities to extend the developing communication and language skills of babies.

## What the setting needs to do to improve further

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

- maximise all opportunities to help extend the communication and language development of babies.

### 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 manager.
- The inspector held a meeting with the manager and looked at relevant documentation, including the nursery's development plans and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to parents, children and staff during the inspection and took account of their views.

#### Inspector

Kaela Francioli

## Inspection findings

### Effectiveness of leadership and management is good

The provider, manager and staff have worked very hard to successfully address the actions set at the last inspection. The manager and staff have accessed additional training and implemented improved recording processes for safeguarding concerns. Safeguarding is effective. Staff can readily identify signs that children may be at risk of harm and know who to report such concerns to should the need arise. Risk assessments and recruitment procedures are robust. This has helped to improve safety for the children that attend. Staff work in partnership with other professionals to ensure very effective support for children with special educational needs and/or disabilities. The provider and manager ensure that equipment and resources support all areas of the curriculum.

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

Overall, the quality of teaching is good. Staff understand how children learn and allow them time to make choices and operate independently in play. For example, the fantastic aromas evading from the pre-school room excite children to mix bespoke play dough. Children are proud to show their creations and can take their dough home for further play. They make 'tea' using different fruit flavours and they learn about size with the provision of small, medium and large teapots. Younger children enjoy making music. They stamp around and bang the drums. Staff regularly gather information from parents about their children's ongoing achievements and encourage the continuation of children's learning at home. For example, staff provide a book exchange scheme that they make more exciting because the books are secret until children unwrap them at home.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Their independence is exceedingly well established throughout the kindergarten. For example, younger children put on their own aprons for messy activities without needing to be reminded by staff. Older children help to tidy away resources, confidently returning them to their correct storage space. Children's health and physical development are promoted exceptionally well in the excellent outdoor learning environment. Staff now use displays and props very effectively to help children develop awareness of other cultures and the wider world.

### Outcomes for children are good

Children make good progress in relation to their starting points. They achieve the levels of development that are typically expected. Children are enthusiastic and eager learners who have excellent social skills. Children approach play with excitement and a positive attitude. They count in sequence and recognise sizes and shapes. They are well prepared for their next stage in learning and move on to school.

## Setting details

<b>Unique reference number</b>	EY280811
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10100932
<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>	73
<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>	6 March 2019
<b>Telephone number</b>	01772 421 924

Stanley House Kindergarten registered in 2004. The kindergarten employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above and one member of staff has early years teacher status. Two members of staff are unqualified. The kindergarten opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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