

# Inspection of West Park Kindergarten

West Park Drive, Stanley Park, Blackpool FY3 9EQ

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Inspection date: 15 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children are confident and show they feel safe and emotionally secure. They are eager to arrive and settle in very well. Children form strong attachments with the staff and enjoy a reassuring cuddle when they are tired. They make independent choices in their play and access toys and resources freely, with interest and curiosity. For example, children press the buttons and carefully turn the pages on the technology books. They work out how to manipulate the toy vacuum cleaner up and down the steps. Older children talk to their friends about how to look after the dolls in the home corner and decide what to make them for dinner.

Children are provided with plenty of opportunities to learn about the world around them. Staff organise regular outings to the parks and zoo and take children to the reptile roadshows at the local school. Children draw pictures of the spiders and do rubbings of the leaves that have fallen from the trees. They know that the cakes will change colour and that they will be ready when the oven bell rings. Children are active and enthusiastic and develop the key skills and attitudes needed to be ready for future learning.

### What does the early years setting do well and what does it need to do better?

- The management and staff team have made significant improvements since the previous inspection. The views of staff, children and parents are regularly sought to help identify strengths and determine further development plans.
- The managers have made improvements to the programme of staff support and supervision. However, they have not had time to monitor staff training rigorously enough to identify the impact on children's outcomes.
- Staff provide resources and activities that some children may not otherwise experience. For example, children enjoy regular outings in the local community. However, staff do not consistently support children's understanding of people and communities beyond their own experience.
- Children are excited to participate in activities and are eager to take on a challenge. For example, babies keep on trying as they balance the tubes on top of each other. Older children climb and balance on the large play equipment and develop confidence in their own physical abilities.
- Staff use mathematical language and encourage children to solve problems. Younger children notice the triangle and square shapes made from cutting up their food. Staff give older children ideas and suggestions to help them to match and count the pictures on the dominoes.
- Staff keep parents well informed of their child's progress and help them to build on what children need to learn next. Parents praise staff for the activity ideas to continue at home. For example, they say that their children enjoyed arranging their dolls in size and categorising them into big and small.

- Children thoroughly enjoy joining in with familiar stories, action songs and rhymes. Staff help children to acquire new words and engage them in purposeful conversation.
- Babies have plenty of space to move around to develop their physical skills, such as crawling and walking. Older children join in enthusiastically with yoga activities. They use a variety of resources to strengthen their hands and fingers. For example, they use tongs to carefully pick up toy spiders and place them in the pot. This helps them to develop the skills to promote early writing, ready for school.
- Staff help children to understand expectations of behaviour. Children play cooperatively together and manage minor disputes effectively for themselves.
- Children are supported to become increasingly independent in managing their personal needs. They learn to put on their shoes and coats and develop the skills they need to be ready for school.
- Staff use observations to monitor the progress each child is making. The dedicated special educational needs coordinator supports parents and staff to seek early support when needed. Strong partnership working with other professionals is established to help promote a consistent approach to children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of how to identify and promptly deal with a concern about a child's welfare. They have a good knowledge of wider safeguarding issues, such as an awareness of county lines. Staff know what to do about an allegation against another member of staff. They complete regular risk assessments and promptly identify possible risks and hazards. Children learn how to keep themselves safe, for example, when on outings and when using the toys and equipment. They know that staff should wear oven gloves when putting fairy cakes in the oven as it gets hot.

## What does the setting need to do to improve?

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

- reflect on the effectiveness of the newly introduced programme of staff training, supervision and support to raise the quality of teaching and help children make the best possible progress
- enhance the opportunities children have to learn about people and communities that are different to their own.

## Setting details

<b>Unique reference number</b>	EY446224
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10109120
<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 to 4
<b>Total number of places</b>	87
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Easter, Debra
<b>Registered person unique reference number</b>	RP515769
<b>Telephone number</b>	01253 393299
<b>Date of previous inspection</b>	9 May 2019

## Information about this early years setting

West Park Kindergarten registered in 2012. The kindergarten employs 24 members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 2, including one staff member who holds a qualification at level 6, two hold qualifications at level 5, one holds a level 4 and 18 hold qualifications at level 3. 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.

## Information about this inspection

### Inspector

Cath Palser

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- She spoke with staff and children during the inspection.
- A learning walk and joint observations were completed with the manager to understand how the early years provision and the curriculum are organised.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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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