

# Inspection of Stanley House Kindergarten

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

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Inspection date: 18 October 2023

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

There is a happy atmosphere across the nursery. Staff greet children, parents and visitors with a friendly welcome. The nursery is inviting and engaging. Children investigate and experience new things. Toddlers enjoy sensory experiences. For example, they explore shaving foam with pasta and grow in confidence as they learn about new textures and smells.

Staff plan an ambitious curriculum which takes account of children's interests. For example, staff identify when children become interested in leaves and acorns that fall from an oak tree. They support children to learn about autumn and the changing colours of the leaves. Staff select interesting books that they can use to extend children's interests. Children enjoy a story about squirrels and hedgehogs. They revisit learning as they watch the squirrels in the garden collecting acorns. Staff support children to learn about the natural world around them.

Staff use the 'golden rules' across the nursery. Children are reminded of the rules and behaviours and learn what is expected. Children's frustrations are quickly addressed. Staff support children to consider their own emotions and feelings as well as the feelings of others. Children's behaviour is very good. They learn to value and respect one another.

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

- Leaders have created a sequenced curriculum. Children develop independence as they progress through the nursery. They are well prepared for each stage in their learning. For example, younger children learn to feed themselves. Older children pour their drinks and lay the table. Children learn lifelong skills ready for the future.
- Leaders place a lot of focus on children's physical development. The outdoor provision is carefully designed to support children to build their core strength. Staff encourage children to climb trees and carefully balance on beams. Children are encouraged by staff to learn to take risks and push themselves a little higher. Children carefully build with tyres and planks and learn to work together as a team. Children are confident and competent movers.
- Staff provide lots of opportunity for babies and children to make marks in a range of different ways. Older children attempt to write letters to their friends. They carefully write their name on the envelope and seal it. Children are motivated to write.
- Children with special educational needs and/or disabilities (SEND) are supported well. The knowledgeable special educational needs coordinator (SENCo) works closely with families and other professionals. When concerns are identified, a swift referral is made. This enables the nursery to access additional support for

children who are eligible. Children are provided with high-quality support to make the progress they are capable of.

- Children's communication and language skills are well supported on the whole. Staff sing and talk with children. They engage in back-and-forth conversations, which promote children's growing vocabulary. However, staff do not always consider how best to reinforce new language children have learned. They model lots of different and new vocabulary for children, but do not consider how repetition can be used to cement this new learning. Regardless, children gain new skills that benefit their future learning journeys.
- Staff praise and encourage children who are happy and engaged. Children are constantly busy in purposeful play. For example, pre-school children build a castle and line up the dinosaurs. They create scenarios and use their imagination. Staff congratulate them on what they have made. Children are enthusiastic and motivated learners.
- Overall, parent partnership is strong. Parents express that children make progress from when they start at the nursery. Parents receive daily feedback about their child. However, parents are not provided with specific details of what their children will learn next to help them to continue with learning at home.
- The provider failed to notify Ofsted of a significant event where staff failed to ensure children's allergy requirements were followed. This is a requirement of their registration. We found the provider had taken appropriate action at the time of the event but had overlooked the requirement to notify Ofsted. The provider has now reviewed policies and procedures. Staff training has been updated. The incident did not have a significant impact on the quality of the provision.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff access regular and up-to-date safeguarding and child protection training. Staff understand their responsibilities and what they need to do if they have a concern about the safety or welfare of a child. Staff also have secure knowledge of the procedures to follow should they have any concerns about the behaviour of another member of staff. The premises are safe and secure. Staff carry out daily risk assessments. Leaders have effective systems in place for safe recruitment and to check the ongoing suitability of staff working with children.

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

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

- consider more effective ways to reinforce new language children are hearing to further support their emerging vocabulary
- consider more effective ways to help all parents to support and extend their

children's learning at home.

## Setting details

<b>Unique reference number</b>	EY280811
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10312466
<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 at time of inspection</b>	0 to 3
<b>Total number of places</b>	41
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Julie Danson and Edward Danson Partnership
<b>Registered person unique reference number</b>	RP523755
<b>Telephone number</b>	01772 421 924
<b>Date of previous inspection</b>	5 July 2019

## Information about this early years setting

Stanley House Kindergarten registered in 2004. The kindergarten employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above and one member of staff has early years professional status. Four 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.

## Information about this inspection

### Inspector

Jenny Burgeen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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