

West Lea Park Pre-School & Day Nursery



West Lea Park, Off Heatherdale Road, Off Lowry Road, Tingley, Leeds, WF3 1TW

Inspection date	13 March 2018
Previous inspection date	17 December 2015

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

Summary of key findings for parents

This provision is good

- Staff establish effective partnerships with other professionals to support children's ongoing learning and development. This is especially beneficial in supporting children who have special educational needs and/or disabilities to make good progress.
- Staff make good use of the outdoor learning environment. Children enjoy developing their imaginations, physical skills and knowledge and understanding of the world around them. Children develop the skills they need in readiness for their move to school.
- Staff are good role models and recognise the uniqueness of every child in their care. Children develop highly trusting relationships with staff. This successfully helps to support children's good behaviour and emotional well-being.
- Effective and flexible settling-in procedures allow staff to meet the needs of all children. Children develop secure emotional attachments to the staff. These close bonds contribute to children's confidence and self-esteem.
- The nursery cook provides nutritious, home-cooked meals and skilfully meet the needs of children with special dietary requirements.

It is not yet outstanding because:

- Occasionally, staff do not make precise use of assessments to plan as effectively as possible for the next steps in children's learning.
- Staff do not make the best use of opportunities for all parents to contribute in-depth information about what their children already know and can do when they first start at the nursery.

What the setting needs to do to improve further

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

- make precise use of assessments to plan even more opportunities to support children's individual next steps in learning
- gather more detailed information from parents about what children already know and can do when they first start nursery.

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 talked to staff and children throughout the inspection.
- The inspector held a meeting with the nursery managers. She looked at a selection of documentation, including children's records and evidence of the suitability and qualifications of staff.
- The inspector looked at all the nursery policies and procedures linked to the safety and suitability of the premises.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Rachael Barrett

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are knowledgeable about the procedures to follow if they are concerned about a child in their care. They work closely with agencies and other professionals and effective systems for communication are in place. All staff are qualified in paediatric first aid. Staff are deployed successfully to ensure all children are supervised and kept safe. They complete daily risk assessments to ensure that the setting is safe for children. Robust recruitment and induction procedures are implemented and help to ensure that staff are carefully checked and vetted. The setting employs a team of qualified and experienced staff who are provided with ongoing training opportunities which, overall, support them to deliver high-quality learning experiences for children. Parents are very complimentary and happy with the service provided for their children by the motivated and caring staff.

Quality of teaching, learning and assessment is good

The environment is spacious and well resourced. Children freely choose what they want to do throughout the day. Staff know the children well. They regularly observe and assess children's development. Overall, this helps them to plan activities and experiences to support children's next steps. Staff help children to be imaginative in their play. For example, children delight in building an obstacle course to help them get from one end of the garden to the other end without touching the ground with their feet. Children sing songs and listen attentively to stories. They are given time to concentrate on activities and develop skills, such as early writing skills. Staff effectively support children who speak English as an additional language. They learn key phrases in children's home language to meet their needs.

Personal development, behaviour and welfare are good

Children build good relationships and develop a close bond with their key person. Staff support children's well-being and confidence with consistent and purposeful praise and guidance. Children show kindness to their peers. Staff have developed appropriate rules which promote good behaviour, respect and tolerance across all the varying age ranges in the nursery. Children play with resources which help to positively teach them about similarities and differences. This contributes to the smooth settling-in and transition experiences that support children's emotional well-being. Staff successfully help children to develop their social skills and gain confidence in their own abilities. Children learn to make their own decisions and choices. For example, they independently wipe their own noses, wash their hands and feed themselves at mealtimes.

Outcomes for children are good

Additional funding is used effectively to ensure children make good progress in relation to their individual starting points and capabilities. Babies find their voices as they crawl, climb and explore. Young children enjoy sharing books. Older children gain good literacy and mathematical skills as they learn to write their names, count and recognise shapes.

Setting details

Unique reference number	EY285574
Local authority	Leeds
Inspection number	1132564
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	78
Number of children on roll	103
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Date of previous inspection	17 December 2015
Telephone number	0113 238 1828

West Lea Park Pre-school & Day Nursery registered in 1993. The setting employs 22 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday all year round, except for one week over the Christmas period. Sessions are from 7.30am until 6.30pm. The setting supports children who are in receipt of funded early education for two-, three- and four-year-old children.

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