



The Park Nursery

Inspection report for early years provision

Unique Reference Number	EY263954
Inspection date	07 June 2005
Inspector	Christine Tipple
Setting Address	185 Queensgate, Bridlington, YO16 7JE
Telephone number	01262 671 987
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Registered person	The Park Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Park Day Nursery opened in 2003. It is situated in a two storey building in a residential area of Bridlington. Children attend from both the local and outlying areas and can attend for a variety of sessions. Children are cared for on the ground floor with a separate area for children under two years old. There is an additional room on the first floor for the children to use. The rear outside play area is enclosed, some of which has all weather cover.

The nursery is registered to take 62 children from birth to under 8 years old. There are currently 129 children on the register. Of these, 40 children are in receipt of nursery education funding. The nursery also provides a crèche service for children. This operates at certain times in the week and on Saturdays, both services operate all year. The nursery is open from Monday to Friday 08:00 to 18:00, and on Saturdays the crèche only operates and is open from 09:00 until 16:00 for children aged 2 years to under 8 years old. The nursery is currently supporting children with special needs, no children attend for whom English is an additional language.

There are currently 14 staff who work directly with the children on a part and full time basis. Of these 8 hold a relevant childcare qualification. There are currently 3 staff who are attending training programmes to obtain a qualification. The nursery also has links with local colleges and have regular students on placements. They are a member of the National Day Nursery Association and receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good approach to their health through staff's positive practices and procedures. These meet the children's needs effectively through their personal hygiene, physical activities and promotion of healthy foods. Children are becoming increasingly more independent in their personal care and in their physical play.

Children are able to effectively test and develop their physical skills to control their movement through access to a good range of equipment and activities both inside and outside. Staff have sufficient knowledge of children's development to enable the youngest children to be eager to try out new skills and seek support when needed. For example, to catch and throw balls, to climb and do actions to music.

Children are able to get a drink of water throughout the day. They are aware of the need to drink especially after exercise and when hot. They enjoy fresh fruit and other healthy options at snack time. The younger children's sleeping and feeding routines are monitored and recorded appropriately as discussed with parents. Older children are able to talk about the foods that are not good for you, such as "too many sweets damage your teeth".

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff are vigilant in ensuring risks of accidental injury are lessened. This is supported with an effective safety policy and through the procedures in place. The security of the building is very good and staff are able to see all persons entering the building.

Children are sometimes involved in organising their environment, for example, children are encouraged to tidy up, to walk up and down stairs safely and to be

aware of the younger children around them. Children use a range of good quality resources and equipment which are appropriate to their developmental needs. These are sufficiently organised and offer the children reasonable access during the day. Children learn about the dangers around them and learn to understand the need to cross roads safely and not to talk to strangers.

Children are well protected by staff who have a sound understanding of child protection. There are detailed policies and procedures, which promote the importance of children's welfare and safety.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. The staff are extending their knowledge and skills for the children under three-years old. There are plans provided to promote a variety of activities and use of resources. The younger children are developing a sense of self in their play. However, the organisation of space for the toddlers and older children limits the time they have to access activities, to make choices and extend their play effectively.

Staff provide consistency of care for the children under two years old. This ensures their routines and needs are met overall. Good relationships are established with the children, which enhance their independence and promotes their development of well being effectively.

Nursery Education

The quality of the teaching and learning is satisfactory. Staff have a sufficient understanding of the Foundation Stage Curriculum to provide the children with appropriate learning opportunities.

The children are keen to learn and participate in the range of activities offered. These are suitably organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together, follow routines safely and they accept responsibility for their actions. The children have satisfactory levels of concentration and imagination, and on occasion offer and extend their ideas through their play. For example, they make collages of the seaside and turn the role play area into a hospital. Displays of the children's work shows a variety of resources used by the children, such as bubble painting and pattern shapes. Children have some opportunities to use their imaginary skills to explore their sense of self and belonging.

Children communicate well both with each other and with staff. Staff encourage the children to share their experiences in what they know and sometimes encourage questioning if a child is uncertain. This supports children's thinking and language skills effectively. Children are able to mark make and some can recognise letters in their names. However, this is not consistent throughout the session. Children are developing their confidence and use of numbers. They can count to ten and some

older more able children can count beyond. Children use simple problem solving in their play. For example, they can work out how many plates and cups are needed and how many children there are left in the game. Children have regular access to the computer and there are appropriate games to enhance their mathematical, language and fine motor skills.

Children are able to explore and investigate their surroundings in the nursery garden and through topics such as the seaside. Physical skills are well balanced and the children are confident in their use of both large and small equipment. Creative experiences and resources assist the children to make sense of the world around them. However, opportunities for the children to practise and refine their skills and ideas independently during the session are not given sufficient time.

Assessment of the children's learning and progress is managed by the child's key worker. The level of challenges for the children are sufficient to interest most of the children in the activities provided. This enables them to make satisfactory progress. The evaluation of activities and children's assessments do not always identify challenges or additional support required. This impacts on how staff effectively plan for individual children's ongoing progress.

Helping children make a positive contribution

The provision is good.

Children are welcomed and valued and their individual needs are supported by the staff effectively. Children's behaviour is good and staff set positive examples by their attitude. Children take turns and to are able to share well with each other. The older children are learning to take responsibility for their actions within realistic boundaries. Their understanding of right and wrong is increased as they respond to gentle reminders by staff to respect and care for their surroundings and wider environment.

The children have access to resources and some activities that promote diversity, and they are beginning to learn about the world around them. Children with special needs are supported and effective arrangements are in place. Some visitors come into the nursery, and children have occasional outings to extend their experiences. Children's spiritual, moral, social and cultural development is fostered satisfactorily.

Partnership with parents is good. Children benefit from their parents positive relationships developed with staff. Parents are encouraged to be involved at the start of their child's time at nursery. Babies and younger children's sleep and feeding routines are followed effectively by staff, and this is recorded in a daily diary. This provides parents with the opportunity to make their own comments. Appropriate information is given to parents through the prospectus and regular newsletters, which include the topics children are to do in the pre-school and how parents can support their child. This gives parents confidence in the care and education that their child receives. There are additional opportunities for them make suggestions, for example, through a questionnaire established by the staff, and to visit the nursery to discuss their child's progress.

Organisation

The organisation is good.

The premises are well presented and offer suitable space for all the children both inside and outside. This supports the children's overall learning and play opportunities. However, the daily organisation of the space for all the children sometimes limits their opportunities to extend their play and skills independently. This particularly relates to children over two years old.

There are appropriate detailed policies and procedures that promote and contribute efficiently to children's welfare and safety. There are effective procedures in place for the recruitment and induction of staff. Appraisals are carried out on a regular basis. This has resulted in highlighting staff training needs in the areas of the Birth to three framework and child protection training.

A key worker system is established for children over two years old and staff working in the baby unit are consistent, which enables these children to settle more effectively. The deployment of staff in other parts of the nursery provide parents and their children with continuity of care and regular daily contact.

Leadership and management is satisfactory. The organisation and range of provision offered is supportive of the staff and children attending. However, there is not an effective system in place involving management and staff in the evaluation and monitoring of the quality of the education provided to ensure the ongoing progress of children's development. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Since the last inspection the nursery has taken positive steps to develop key staff's knowledge and skills in relation to child protection issues. A relevant training course has been identified for staff to access to ensure the staff's confident use of policies and practice, which link effectively to the Area Child Protection procedures.

Staff were required to extend and review their risk assessment's for the nursery. In order to complete this task staff are currently taking a modular health and safety course. This is to address all areas of the nursery in relation to risk assessment and ensure the ongoing safety for children and staff.

The development of resources that promote equality of opportunity and anti-discriminatory practice has been ongoing since the last inspection. The nursery have purchased more resources in their dressing up, role play, jigsaws and books to promote diversity in a positive and pro-active way.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure there are sufficient opportunities throughout the session for children to develop and extend their learning, by using space more effectively and giving access to resources and equipment, which enable children to develop and practise their ideas and skills.(also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the assessment of individual children and the evaluation of activities to ensure the link with the stepping stones is reflected in future planning to meet their individual needs
- improve the system to monitor and evaluate the quality of the education and teaching provided that clearly identifies areas for improvement more effectively.

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