

# The Park Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY263954
<b>Inspection date</b>	06/11/2008
<b>Inspector</b>	Elizabeth Patricia Edmond
<b>Setting address</b>	185 Queensgate, Bridlington, YO16 7JE
<b>Telephone number</b>	01262 671 987
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Park Nursery opened in 2003. It is situated in a two storey building in a residential area of Bridlington. The ground floor is used by all children and there is an additional room on the first floor for the children to use. There is an enclosed outside play area, some of which has all weather cover. All facilities on the ground floor of the building are easily accessed and children are assisted in using the upstairs as appropriate.

Registration permits a maximum of 62 children from birth to under eight years old. There are currently 115 children on roll on the Early Years register who attend various full and part time session. The nursery is also registered on the compulsory and voluntary elements of the childcare register in relation to a crèche service which operates according to demand. The nursery is open from Monday to Friday 08.00 to 18.00; when operating the Saturday crèche runs from 09.00 until 16.00.

The nursery is registered with the local authority to provide funded nursery education to those children of eligible age and have the relevant support. The group is also a member of the National Day Nursery Association. There are currently 16 staff who work directly with the children on a part and full time basis. Of these most hold a relevant childcare qualification. The nursery also has links with local colleges and has regular students on placements.

## **Overall effectiveness of the early years provision**

The staff team provides a relaxed, happy atmosphere for all children within the Early Years Foundation Stage. They are well cared for and make good progress. There is a stimulating nursery environment where children can easily access what they want to play for much of the day. The downstairs areas offer a very good range of activities covering all areas learning. Older children benefit from the free access to a stimulating outdoor area; however, this is time limited because of the daily timetable. The management team are keen to evaluate the practice and make positive moves to improve outcomes for children. On the whole, they are aware of their strengths and identify relevant areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- revise routines for the use of the upstairs facilities, older children's snack and accessing the garden to fully promote children's individual needs and learning styles
- further develop the key worker system to strengthen bonds and to help parents to contribute to their children's development in all areas of learning.

## **The leadership and management of the early years provision**

Children benefit from a stable management team who have worked together for some time. Staff are effectively supported in their work and their professional development. Robust procedures for recruitment and appraisal means that children benefit from a continually improving staff team. Policies and procedures covering all aspects of the provision are clear and used effectively to safeguard the children and promote their welfare and development. All aspects of documentation, such as records, policies, risk assessments and development plans are professionally maintained. Staff are vigilant in keeping records up to date throughout the day and sharing them with parents. Children have some opportunities to interact with their key person throughout the day and the arrangements for handing children over to staff promote the highest level of health and safety. However, because parents do not come right into the nursery, three-way bonds between parents, children and their key person are not fully developed.

The indoor and outdoor resources on the ground floor are organised effectively. Children work within their individual learning styles and make good decisions about their play and learning. At these times children become capable, motivated active learners; they are industrious and use the resources creatively. The upstairs area offers a curriculum restricted mainly to physical play. The timetabled arrangements for using the first floor and for taking snack interrupts the good quality play and learning that children enjoy on the ground floor and limits their access to the full curriculum. Babies are well supported in their individual care and learning needs. They follow their own routines, they freely investigate the resources presented at floor level and they rest as necessary. Management use various tools to evaluate the effectiveness of the provision on children's care and development. They involve staff, parents and children in this where appropriate. This means that, on the whole, management know what improvements are needed and are able to develop effective action plans. There is a good range of information for parents about general nursery business and individual children's development. Some parents are proactive in informing staff about children's care issues, but are less likely to share what they know about their children's level of development.

## **The quality and standards of the early years provision**

Children are able to choose freely from activities covering all areas of learning, at some point, during the day. Staff are beginning to use observation efficiently to identify their key children's individual learning needs and plan for their continued learning. Staff interact effectively with children as they play to maximise their learning and understanding. They encourage children to talk about their pictures, to search for insects in the garden or to count how many pieces of fruit there are at snack time. The genuine attention paid to children as they communicate their needs or talk about their play results in very good behaviour. Children's positive behaviour contributes to their safety and their learning; they are used to listening to adults and heeding what is said to them.

The ground floor environment invites curiosity, exploration and creativity. There is good range of equipment, freely available, covering all areas of learning and children's interests. Babies explore the colours, lights and materials in the various

annexes in their separate area. Older children confidently take their role play into the cloakroom area or the garden as their storyline develops. They use the construction kits imaginatively in their play or absorb themselves for some time either at the sand or water tray, or at the various art and craft opportunities. Staff make sure that babies access a similar range of creative activities over the week. On the whole, there is an effective balance of child-initiated and adult-led activities. For example, older children's learning is enhanced by some useful group sessions for singing, story or table top games. However, because adult-led art activities are used as a vehicle for other areas of learning, children's creativity is sometimes sidelined. For example, displays show various topics children have discussed, such as healthy eating; the associated pictorial recording in is often overly adult led which results in pictures of the same colour and in the same adult-chosen materials. Whilst the topics undoubtedly facilitate some good learning opportunities, this does not fully celebrate what children have to offer and results in children being a little reticent to operate freely in the creative area.

Children develop a positive approach to being active in the outdoors. Although access to the garden is not easy from the baby room, key staff make sure that they play outside every day or are taken for a walk in the buggy. Older children investigate the opportunities freely when they are allowed to use the ground floor. Sometimes they choose to be active on the bikes or scooters and sometimes they are play thoughtfully in the sand. This promotes their physical and mental health. The nursery provides a healthy mid-morning snack and staff are proactive in reminding children to drink regularly. Because parents provide the main meal of the day, the quality is variable. Risk assessment is used successfully to keep the children safe and help them to learn about their own role within this. Older children know how to leave the building quickly in an emergency because they practice a fire drill regularly, and they explain how to hold onto the banister carefully to go upstairs. Babies learn the necessary skills to keep themselves safe, they pull themselves up and learn to climb on and off the sofa.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.