

# Parklands Private Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY293801  |
| <b>Inspection date</b>         | 24/09/2008  |
| <b>Inspector</b>               | Frank William Kelly / Wendy Brooks                |
| <b>Setting address</b>         | Broad Lane, Southdene, Kirkby, Liverpool, L32 6QG |
| <b>Telephone number</b>        | 0151 548 9333                                     |
| <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

Parklands Private Day Nursery is one of two settings operated by a limited company. It opened in 2004 and is based in self contained premises in the Kirkby area of Merseyside. A maximum of 82 children aged from birth to eight years may attend the setting at any one time. The nursery is open from 08.00 to 18.00 each weekday. A before and after school service is provided during term time and a full day holiday scheme is available within the operating times of the nursery.

There are currently 77 children attending who are within the Early Years Foundation Stage, (EYFS). Of these, eight receive funding for nursery education. The nursery is also registered to offer care for 16 children aged over five years to eight years on the Compulsory Child Care Register. The setting is also registered on the Voluntary Childcare Register to allow care for children over eight years of age.

The setting employs 22 members of staff. Of these, 19 hold appropriate early years qualifications. Two are working towards a qualification and five are working towards a further qualification.

## Overall effectiveness of the early years provision

Aspects of the settings self evaluation system are helping to create some positive improvement. The recently updated organisation of the premises and resources successfully promotes an enabling environment for children to be cared within. The setting is committed to meeting children's individual needs and working closely with parents. Some sound systems for sharing information with parents, mean that individual children's specific needs are being met and they continue to make steady progress in their learning. Partnerships for children's wider care have yet to be fully established. Most essential documentation is in place and kept in accordance with regulatory requirements which in the main support the safety and welfare of the children.

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

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

- make systematic assessment and observations of each child's achievements, interests and learning styles, which includes information about children's starting points and use them to plan children's next steps in learning.
- ensure that identified risks are promptly addressed to maintain children's safety and well-being at all times, with particular reference to access to the garden and the protection of children's fingers in door frames.

To fully meet the specific requirements of the EYFS, the registered person must:

- accurately maintain records, policies, and procedures for the safe and efficient management of the setting so as

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to meet the welfare needs of the children.

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

The rigorous recruitment and vetting procedures implemented by the setting ensure that adults caring for the children are suitable to do so and have a wide range of qualifications and experience. The good organisation regarding deployment of staff and grouping of children means that the children receive warm and consistent care from familiar adults. This promotes younger children's sense of security and supports the older children's confidence and independence.

The day to day organisation is generally good and staff work well as a team. All required policies and procedures are in place and documentation is generally well maintained, however, the management monitoring systems are inefficient which means that essential required records are not accurate. For example, children and staffs' daily attendance records are incomplete. This has implications for children's welfare in cases of emergency and is a breach of regulatory requirements. Parental consents for the seeking of emergency medical treatment have not been obtained for all children.

The setting demonstrates a willingness to improve and develop the quality of service it provides for the children. This includes providing training for staff regarding the Early Years Foundation Stage (EYFS) and identifying future development of the outdoor play area to allow a greater degree of challenge and interest for the children. However, the current self evaluation is not an ongoing process. Thus the management has not identified areas for further improvement, such as the staffs' understanding of the planning and recording systems for the children's learning and development.

Positive partnerships are established with parents and children through good settling-in arrangements and when children move through the nursery. Parents receive a variety of information about the setting and are kept informed about their children's daily care through verbal updates and written diaries. Secure arrangements for supporting children with learning difficulties and disabilities have been established, along with some contact with local schools when children leave to start full-time education. Several children attend both local school nurseries and the setting. At present, links have not been developed to promote the integration of the children's learning and development as required by the EYFS. This has implications for the quality of learning and development experiences for children in this position.

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

Children's welfare is suitably promoted with staff following many of the safety procedures as required. Equipment and furniture is of a good quality and the premises are well maintained, clean, and tidy. Staff follow a daily check list before children arrive to promote safety and a comprehensive written risk assessment has

been prepared. However, this has not been updated since 2007 and the implications from recent changes, such as leaving the play room doors open during free play periods has not considered the impact on the children's safety. For example, one of the doors is no longer fitted with finger guards. The management is aware of this but has not put remedial actions in place to keep children safe until suitable repairs have been completed. Staff supervise the children well and access to the setting from the main entrance is extremely well monitored. However, access to the outdoor play area is possible by members of the public as one of the gates is not fully secured.

The staff have a sound understanding of EYFS and have embraced recent changes very well. They have organised a pleasant and lively learning environment that promotes the ethos of the framework. Toys and resources are effectively deployed so that children of all ages can reach toys of their choice and enjoy a far greater degree of independence both indoors and outside. The organisation of the rooms and resources means that children have play and learning experiences that cover all six areas of learning. However, the planning systems in place are less effective as staff are not using their observations of the children to plan for the next steps of learning for the individual child. The newly established development and progress files hold very little detail. Staff have not transferred any prior knowledge of the children from their previous monitoring files, which means that information regarding children's successes and achievement are reliant on the key workers familiarity with the individual children. Consequently there is no way for the management or other staff to securely monitor the effectiveness of the learning provided for each child.

That said, children enjoy their time at the setting and have very secure and relaxed relationships with the staff. This is because the staff like the children and are warm and gentle in their interactions. All children are acknowledged and responded to with respect. Daily routines, such as nappy changing and toileting are used well by staff to bond with the children and forge stronger relationships. Staff know the children well, their likes and dislikes and what interests them. On some occasions they have used this knowledge to good effect. For example, children showed interest in a local construction site. Staff took the children outside in the car park where they could build with a range of materials including real bricks, large wooden blocks, twigs and a variety of cardboard boxes. This activity provided children with valuable learning experiences about how different materials work with each other and promotes their problem solving and understanding of the world.

During children's free play staff use spontaneous opportunities to develop the children's learning. For example, two-year-olds enjoy the rhythm of counting as staff encourage them to make marks on the chalk board as they count one to five. Older children enjoy counting backwards as they enjoy the thrill of being speckled frogs and leaping of the raised platform. This provides children with both counting opportunities and chances to take supervised risks, which in turn develops the children's investigative and exploratory nature.

Children's opportunities to mark make are well resourced both at writing stations and within role play situations. Their creativity is fostered well with an emphasis of children of all ages exploring a range of textures and mediums including paint,

gloop, shaving foam, sand and water. Children enjoy books and regular opportunities to sing. Currently younger children are performing on their own 'X Factor stage'. Four-year-olds demonstrate a love of books as they become 'the teacher' and read their favourite stories to their friends.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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.