

Parkside Day Nursery

Inspection report for early years provision

Unique reference number	314689
Inspection date	20/04/2009
Inspector	Christine Tipple

Setting address	3 Cliff Road, Hornsea, East Riding of Yorkshire, HU18 1LL
------------------------	---

Telephone number	01964 536368
-------------------------	--------------

Email	
--------------	--

Type of setting	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 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

J & J Parkside Day Nursery has been registered since 2000 and is privately owned. It is situated in the seaside town of Hornsea. Children are cared for on the ground floor of the premises in three rooms. There is an enclosed outside play area. The nursery is open from 07.00 to 18.00 hours, Monday to Friday excluding bank holidays.

The nursery is registered on the Early Years Register. A maximum of 14 children under eight years may attend at any one time. There are currently 25 children on roll of whom 15 are in the early years age range. The nursery also provides care for children over five years and are registered on the compulsory and voluntary Childcare Registers. There are four staff who work with the children. All have appropriate early years qualifications at level 2 and 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The nursery provide a welcoming environment where children enjoy their play opportunities and are valued as individuals. They are settled and this promotes a positive sense of belonging and confidence by the children. The inclusive approach by staff ensures children are involved with a satisfactory range of activities, which overall sufficiently supports most areas of children's learning. The systems in place to evaluate and improve the care and learning are not yet sufficiently detailed. However, staff have attended training and acted upon the recommendations from the last inspection. Children's safety, health and welfare is managed appropriately and consistently by staff.

What steps need to be taken to improve provision further?

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

- ensure all documentation in relation to the operation of the nursery including risk assessments are reviewed; to ensure these reflect current nursery practice
- develop links with other settings to promote children's continuous learning and development, and establish a system which enables staff to reflect and evaluate the quality of care and learning provided
- review the organisation of the nursery environment to promote ongoing access and self selection to the resources for all the children; to ensure areas of learning are promoted and extended in relation to children's ongoing progress
- develop children's observations and assessments to clearly identify their individual learning styles and interests; to enable staff to plan children's next steps which effectively inform future progress in all areas of learning.

The leadership and management of the early years provision

The nursery have a range of policies and procedures which cover all areas of children's health, safety and safeguarding. These are displayed and available to parents at all times. The range of other records and documentation provide a reasonably organised approach to the management of the nursery. However, these along with the policies, procedures and risk assessments are not regularly reviewed to ensure these remain up to date and reflect nursery practice. The nursery have not yet established a process to evaluate the care and learning provided which enables all staff to contribute in identifying their strengths and areas to improve upon. The nursery have sought funding to develop the outside area and to provide a computer and digital camera for the children and staff to use.

The staff have attended training to develop their knowledge in relation to safeguarding and first aid and currently the Early Years Foundation Stage. There are clear procedures in place for children's welfare and protection including up to date contact numbers for other relevant agencies. The recruitment of staff is managed appropriately to ensure suitability through the relevant checks carried out. Staff appraisals are being implemented and the nursery have support from the local authority.

The partnerships developed with parents is good. The nursery provide a caring environment where parents are confident to talk with the staff on a daily basis. Daily day books are in place for the under two year olds which offer parents information on their child's day in relation to their personal needs. Information is sought on children registering to come to the nursery. This is mainly verbal details of each child's care needs and routines which provide a starting point for staff in their support for each child. The key person system is established and staff have individual files for their allocated key children. These have some detailed observations and assessments of each child and these are available to parents. The parents have completed questionnaires and the feedback was good. They commented on the caring, friendly staff and how their children enjoyed coming to nursery. The links in the community with other providers is not sufficiently developed to ensure individual children's continuous learning and development is a shared approach.

The quality and standards of the early years provision

Children are provided with a suitable range of opportunities to help them make satisfactory progress across the areas of learning. Staff know the children well and engage with them positively and develop close relationships which support the children's emotional development and security very well. The children enjoy their play and engage with each other to make their own activities through their interests. The babies and toddlers have their space and there are two other areas used for the older children. Overall these do not promote a clear purpose in relation to the organisation and layout and how this links effectively to the areas of learning. This includes children being able to continually self select a range of

resources which are all accessible at their level; to enable them to make choices. Younger children's varied personal needs and routines are supported by the staff as discussed with parents. Staff are in the early stages of completing observations and assessments of the children in the six areas of learning. They have made a positive start and children have individual learning files which provide some information on the activities, learning styles and interests of the children. Children's next steps in some assessments have been identified. However, these require further development to ensure all children's ongoing progress is planned for appropriately.

Children develop their speaking and listening skills well through the positive interaction with staff who engage them in conversation, to discuss what they have done at home. Children have a level of understanding about the written word and letters through recognition of signs, such as the name of a supermarket. Most older children recognise their own names and write them confidently. There are a selection of suitable resources and tools to support children to mark make and draw. Children enjoy using chalks outside to make pictures and letters. Stories are sometimes told together as a small group but there are books provided and children go to the library where they can choose a book for home. Children have good opportunities to count and use numbers through their play; to make some connections within their environment where numbers are used such as money, lotto games and dominoes. They learn about sorting and matching, measuring and recognising shapes through activities, such as baking, hop scotch, using jigsaws, being creative and through their construction play.

Children develop their knowledge and understanding of the wider world through some resources and activities which reflect celebrations through the year. There is a good relationship established in the community through outings and visits this includes local shops, park and museum. There is a regular supply of junk modelling resources provided to develop children's own ideas and designs. The children have music, small world and role play which supports their imaginary play and supports them to express themselves. The range of creativity provided for the children enables sufficient opportunities for them to develop their ideas through access to a suitable selection of various mediums and materials. This consists of a selection of various sized crayons, paints, scissors and other malleable materials. Creative activities are provided for the babies and toddlers and the use of some natural resources through treasure baskets which they enjoy.

Children demonstrate a good level of independence in their personal care and show a positive interest in their activities, which promotes their self assurance and confidence. Their behaviour is good and they respond to the nursery requirements in relation to sharing, using their manners and being aware of others, such as supporting the younger children. Staff are consistent in their approach and calm which is reflected in how positively the children respond. The nursery provide the children with their daily snacks and meals. These offer a range of choices which vary in the level of healthy options. Snacks are mainly different fruit and a biscuit, drinks are available through the day. Meal times children have pasta dishes, vegetables and meat and fish cakes, weekly menus are displayed for parents. Children eat together and this is used as a positive social time for all the children. Safety is managed effectively with the children they wear tabards when on

outings. They discuss where they are going and what safety precautions are required, such as where to cross the road safely and keeping together and the children participate in the evacuation procedure at the nursery. Children enjoy being outside and have daily exercise and fresh air. The range of equipment provide suitable challenges for the children and this is enhanced with visits to the park, which supports and develops their physical skills appropriately.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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

Quality and standards

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

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

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
--	-----