

# Park View Day Nursery (Kinson & West Howe Children's Centre)

Inspection report for early years provision

---

<b>Unique reference number</b>	EY274124
<b>Inspection date</b>	17/04/2009
<b>Inspector</b>	Christine Coram
<b>Setting address</b>	Moore Avenue, West Howe, Bournemouth, Dorset, BH11 8AU
<b>Telephone number</b>	01202 593086
<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 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

Park View Day Nursery (Kinson & West Howe Children's Centre) is run by Action For Children. It opened in 2004 and operates from a purpose-built, single storey building. It is situated in the mainly residential area of West Howe, Bournemouth. A maximum of 34 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure, enclosed outside play area.

There are currently 91 children from birth to under five years on roll. Children mainly come from the local community. The nursery currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 16 members of staff that work directly with the children. One of these holds Early Years Professional Status and another has an Early Years degree. Of the remaining staff, 12 hold appropriate early years qualifications and two staff members are working towards a qualification. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register and provides funded early education for three- and four-year-olds.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children gain a great deal from the exciting, stimulating and challenging environment. They become independent and make good progress in their learning and development as their achievements are celebrated. In each area, the adults plan for the stages of development and needs of individual children, ensuring that they effectively meet them. Management and staff strive to provide high quality care and are committed to continuous improvement.

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

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

- continue to encourage children to understand and take responsibility for their own safety

## The leadership and management of the early years provision

Children benefit from well-organised care and education because the leadership and management are effective. The manager provides clear leadership and the staff support each other well as a team. Together they create a positive and motivating atmosphere and environment. Their motivation to improve leads to constant reflection and evaluation of their practice. Staff are encouraged to initiate and evaluate changes and the manager undertakes detailed reviews of the whole

setting. This results in a coherent review and clear priorities for future improvement

The setting places an extremely high emphasis on forming and developing relationships with parents. The partnership between staff and parents is enormously effective in ensuring that the children receive consistent and appropriate care. Parents are kept particularly well informed about their child's activities and progress because the staff are proactive in talking to each of them as they collect their child. Parents are actively encouraged to contribute their knowledge of their child and their views so that all parties have the fullest information. The staff are also supremely committed to working with other professionals involved with the individual children, especially those with specific needs.

Arrangements to safeguard children form another high priority. Staff are given comprehensive training and the setting works well with the other professionals attached to the Children's Centre.

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

Children make good progress in their learning and development. Staff provide an effective balance of activities planned from detailed and comprehensive assessments of the individual children. The key person identifies possible lines of direction in each area of learning, so that the plans for that child are effectively balanced and tailored to their individual needs and development. Children enjoy the child-centred environment and the many opportunities for outside play. This includes periods when they have free access to the outside area and the wide range of resources available to them.

Throughout the setting, children learn through experimenting with and exploring a range of good quality resources that the staff team carefully select. They also gain greatly through taking part in more directed activities. For example, a one-year-old child carefully scoops up finger paint, looking at it and feeling the texture before experimenting with the effect it makes on paper. A two-year-old picks up a book and 'reads' it with great expression. A three-year-old confidently balances on a low beam, walks across stepping stones and crawls through low tunnel hoops, running back to practise these skills again. Four-year-olds discuss the ingredients as they cook together, identifying that sugar is a powder like flour and that syrup is a liquid.

Children are safe in the environment due to the careful risk assessing and security of the building. Many safety features have been included to reduce risks to a minimum, although children are not always encouraged to learn to take responsibility for their own safety.

Staff promote children's health extremely well. Children choose from very healthy items at snack time and enjoy nutritious and varied hot cooked meals at lunchtime. Children learn to take responsibility for their health. Three- and four-year-olds have a clear understanding of hygiene routines and that germs could make them

ill. During a cooking activity, children discuss the ingredients and discover that the gingerbread has sugar in it. They know that sugar is not healthy and that they should only have it as a treat and not too often.

Children behave well. They are beginning to form relationships with their peers. The environment and activities help to reinforce open attitudes and inclusive behaviour. They are motivated and are building good foundations for future learning.

## 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?	1
How well are children safeguarded?	2

### 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?	1
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