

Park Hall Day Nursery

Inspection report for early years provision

Unique reference number	305235
Inspection date	02/02/2010
Inspector	Sylvia Cornock

Setting address	2 Liverpool Road West, Church Lawton, Stoke-on-Trent, Staffordshire, ST7 3DH
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Telephone number	01782 775116
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Email	
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Type of setting	Childcare on non-domestic premises
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Park Hall Day Nursery and out of school club is one of two settings owned by the same private provider. It opened in 1992 and operates from five rooms in a converted village school building, in Church Lawton, near Alsager, Cheshire. The setting serves the community in south Cheshire and north Staffordshire. The nursery is open all year round, each weekday from 7am to 6pm. All children share access to a secure enclosed outside play area.

The nursery is registered to care for a maximum of 59 children in the early years age group at any one time, of whom, 21 may be under two years of age. The nursery currently has 82 children on roll, of whom, 70 are in the Early Years Foundation Stage (EYFS). The nursery currently supports children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The setting employs 11 members of staff, including the manager, who work directly with the children. The manager and eight members of staff have National Vocational Qualifications (NVQ) level 3 qualifications and two members of staff are currently undertaking NVQ level 3 qualifications.

The nursery are members of the National Day Nurseries Association, they also attend Cheshire East Early Years Professional network meetings. The nursery receives support from an early years educator.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery benefits from a caring and enthusiastic staff team. Children are treated with equal concern, which enables them to feel valued and respected. Children are kept safe, through regular risk assessments of the premises and for outings taken. Most aspects of children's welfare are promoted successfully. Management complete self-evaluation and are committed to meeting the training needs of staff, to improve the quality of care and education, as well as ensure staff have an understanding of safeguarding in relation to allegations. They recognise the need to develop their systems of observations and assessments, and use them in the planning for the child's next steps. Regular outdoor activities are encouraged, to further promote outcomes for children in their learning.

What steps need to be taken to improve provision further?

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

- ensure that all members of staff understand the safeguarding policy and procedure in relation to the procedure to be followed in the event of an allegation being made against a member of staff

- ensure children have opportunities for child-initiated activities through outdoor play
- continue to review the system for assessment and achievements, to support children's next steps in their learning
- ensure all staff have the knowledge and understanding of the Early Years Foundation Stage (EYFS).

The effectiveness of leadership and management of the early years provision

Effective vetting procedures are in place, to ensure all adults working with children are suitable. Management have identified the training needs of staff, through appraisals and staff meetings. These highlight that some staff would benefit from attending training on the Early Years Foundation Stage, to further develop their knowledge. All of the required policies are in place to safeguard and ensure the welfare of all children. However, some staff are unclear on the procedure to follow in the event of an allegation being made against them or others whilst the child is in their care. A written safeguarding policy is shared with parents. Risk assessments are undertaken for all areas of the premises and all outings. Children move around the available space freely and safely. Staff arrange for visitors to come and talk to children about keeping safe, for example, a safety person from the waterways and police.

The setting has a system for recording children's daily attendance and has obtained written consent from parents for emergency medical treatment or advice from healthcare professionals. They have appropriate systems in place for recording accidents, the administration of medication and written information on all the children attending. Links have been established with other carers for the children in the EYFS, to ensure consistency in the planning of activities. The setting offers a total inclusion for all who attend and work closely with other agencies involved with children who have special educational needs and/or disabilities. The nursery's self-evaluation is sufficiently robust to identify gaps in the provision, such as, the management of space, outdoor provision and staff training needs. Management have addressed the recommendations raised at the last inspection. For example, all accidents are recorded appropriately, with documentation stored confidentially and parents have received information on the EYFS.

Parents receive a brochure with information about the setting. The setting gains detailed information about what a child can do when they start with them, so they can make clear plans from the outset for the child to progress. Staff work carefully with parents and carers, to ensure that children's needs are effectively met. Parents evenings and newsletters keep parents up-to-date with nursery events. Parents find staff approachable, as they exchange daily information about their children's welfare and receive written daily information. Parents are complimentary about the staff and care their child is given, as well as how well their child is learning and developing. They are able to view the settings policies and procedures at any time, on the computer touch screen in the entrance area. They can observe details about the EYFS, which is displayed and gives them an insight into what is delivered to their children.

The quality and standards of the early years provision and outcomes for children

The relationships between the staff and children are warm and caring, which develops a sense of trust. The nursery is well organised, with accessible resources to enable children to independently select their favourite things. There is a balance of child-initiated and adult-led activities and key workers plan for children within their group. Regular observations and assessments are undertaken. However, systems are not sufficiently developed by staff to ensure that these are used effectively, to develop the next steps in children's learning.

Children behave well and are rewarded for their good behaviour through frequent praise. They are independent in their personal care, as they put on their own coats and use the bathroom effectively. Children are confident communicators, as they engage in conversations and discussion with staff about their family and activities at home. They talk about what their 'mummies and daddies' do when they go to work. They demonstrate how to keep fit and invite the staff member and others to join them in completing press-ups. They are keen to point out their favourite characters to one another in their story books and handle their books with care. Older children take an interest in counting and enjoy matching games on the computer. Most are confident in their counting skills, including counting in French, with some showing further confidence, as they count backwards in French. Staff use mathematical language with babies and younger children, engaging them in songs and rhymes, such as, 'five little ducks'.

Children show fascination, as they press buttons on electronic toys and listen to the different sounds. They enjoy trips out into the community. During a planned outing, they have opportunities to observe the world around them, such as, walks along the canal under strict supervision. Children learn about the wider world, for example, they are currently completing a theme on 'Australia day' and for Chinese New Year provide a buffet containing Chinese food. The use of multi-cultural resources help children have an understanding of others. The setting offers a wide variety of resources in the outdoor play area. However, these are not used well, as children do not have daily or free access to the outside play areas to further promote their physical development. Daily indoor physical activities are planned. Children show skill, as they negotiate using collage materials and glue stars on their pictures. They have great fun, as they experiment and examine the jelly cubes and various shaped ice sculptures, comparing and using effective language to describe the differences. Children sing songs and rhymes from memory, they have great fun using the many musical instruments provided and the babies and younger children explore the natural objects.

Children benefit from nutritious foods to promote their growth and development. They particularly enjoy helping themselves to a variety of snacks and fresh fruit. Staff follow good hygiene practices with children, such as, wearing disposable gloves and aprons during nappy changing routines. Good standards of cleanliness is maintained throughout the nursery. There is a range of safety measures in

place, such as, covers in low level electrical sockets and safety gates to avoid accidental injury to children.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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