

# Parkside Nursery School

Inspection report for early years provision

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223253

**Inspection date**

06/10/2009

**Inspector**

Patricia King

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Parkside Nursery School opened in 1989. The nursery operates from a two storey converted coach house in the garden of a Victorian semi detached house. They also use two rooms in the house as base rooms for children. There is an enclosed outdoor play area. The nursery is located in an established residential area near the centre of Loughborough and the university and serves the local community and parents who work in the town. It is privately owned.

The setting offers pre-school, nursery and play scheme provision for children under eight years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children in the early years age group may attend at any one time of whom no more than 16 may be under two years and there are currently 32 children on roll. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery opens Monday to Friday 8.00a.m until 6.00 p.m all year round, apart from a week at Christmas and Easter. There are currently seven members of staff, including the proprietor. All staff have early years childcare qualifications and the proprietor is a qualified teacher. The nursery receives support from a mentor/teacher from the Early Years Development and Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate understanding of how to use of these effectively. Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are successfully provided for. Positive partnership with parents, local schools and other agencies are established to ensure that all children are fully provided for and they get any additional support they need. Efficient systems to monitor and evaluate the setting's performance are in place to secure a capacity for ongoing development.

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

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

- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities to establish what children can already do and inform planning for what they need to do next
- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development.

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

The provider and manager are well qualified, experienced and have a positive vision which has enabled this setting to establish a quality service to children and their parents to meet their individual needs. They employ a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. Robust recruitment and vetting systems ensure that all adults working with children are suitable to do so and a commitment to training and development informs and promotes up to date practice. A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure they are contemporary and efficient. Staff demonstrate sound understanding of these documents, how to use them effectively to safeguard children and describe clearly how to take appropriate action to report any concerns they have.

The setting has established effective partnership with others involved in the children's lives, for example, local schools and specialist workers. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the pre-school. Parents feedback their satisfaction and positive comments about the ways they are informed of their child's learning and development journey at the setting and in the home. However, parents are not asked to contribute to an initial assessment of their child's learning which means that this important information is not available for planning when they start to attend. Good systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language make good progress. For example, familiar phrases and words from a child's home language are used to recognise, value and fully include all children.

The environment and resources are arranged effectively to offer stimulating play and learning opportunities within easy reach to promote independent choice and child led activities. A well resourced secure outside play area entices children to learn and develop in the fresh air. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. All recommendations made at the previous inspection have been improved. Reflective, ongoing self-evaluation by the managers and staff ensures that priorities for future development are clearly identified and acted on, resulting in a service that is responsive to the needs of all its users.

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

The environment is arranged imaginatively to offer stimulating play and learning opportunities and resources are stored within easy reach to promote children's independence and choice. Staff spend time getting to know each child, their likes, dislikes and preferences which means children distressed by separation are

comforted and soothed by familiar and favourite toys and activities. Consequently, children soon develop a sense of belonging and enter the nursery with confidence easily settling into the daily programme to become effective learners.

Children enjoy exploring and experimenting different textures and materials and use their imagination well in creative play. For example, they were enthralled by the patterns made by their conkers soaked in paint and rolled over the paper and thoroughly enjoyed creating the spray paint display. Younger children experimented with corn flour gloop, mixing, stirring and feeling the texture of the mixture. All children use small tools and equipment with increasing skill as they roll, mould, and shape dough and malleable materials. Mark making and problem solving activities abound throughout this nursery and staff make good use of spontaneous opportunities to promote children's learning. For example, they routinely count when lining up or preparing for a snack and children's interest in the conkers was captured effectively to count, compare shape and size and talk about the seasons and weather.

Children are encouraged to explore, learn about the natural world, how things grow and the world around them and have hands-on opportunities to plant and cultivate vegetable and fruit crops at the setting. They are learning to show concern and care for others as they develop friendships, help each other and raise funds for others less fortunate in their community and the wider world. Children's knowledge and understanding of the world is well promoted because differences are recognised and valued. For example, significant events are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices.

Staff offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. They demonstrate good role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines such as taking turns, sharing and having careful regard for others. Children gain confidence to ask for help and support with an activity or the telling of favourite story which they enjoy sharing and adding their own contributions. In this way children's welfare, learning and development are effectively promoted. Good systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and learning journals. However, this information is not yet used consistently to plan for individual children's next steps.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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