

Parklands Nursery

Inspection report for early years provision

Unique reference number	137241
Inspection date	16/06/2010
Inspector	Susan Linda Capon

Setting address	The Pavilion, Coney Hall Recreation Ground, Chruch Drive, Coney Hall, West Wickham, BR4 9JJ
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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.

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Description of the setting

Parklands Nursery is a privately owned group which opened in 1996. It is situated within the pavilion of Coney Hall Recreation Grounds, located in a residential area of West Wickham, in the London Borough of Bromley. The premises includes two playrooms, an entrance hall with disabled access, children's bathroom, kitchen, office and staff facilities. There is an enclosed outdoor play area which is accessed directly from the main playroom.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children in the early years age group and over two years old may attend at any one time. There are currently 60 children on roll during the school term. The nursery also provides care for three weeks in the summer holidays for a maximum of 30 children between three and eight years old. This is not currently in operation and not included in this inspection.

The nursery is open each weekday during term time for 38 weeks a year. It opens on Mondays, Tuesdays and Thursdays between 8.30am and 4.30pm; on Wednesdays between 8.30am and 12.50 pm and Fridays between 9am and 12pm . Children can attend a variety of sessions. Lunch can be added to extend a morning or afternoon session. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs eight members of staff who work directly with the children and one cleaner. The provider is supernumerary each session and holds an Early Years Professional Status qualification. Six staff hold relevant childcare qualifications and one staff member is undertaking the National Vocational Qualification to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The strong management and dedicated, conscientious staff team work hard to provide very high quality care, learning and developmental opportunities for every child attending on a daily basis. Children are very keen to attend and eagerly explore the extensive range of exciting, innovative and interesting activities, keeping them busy and occupied as they play and learn. All staff diligently ensures the individual needs of every child are fully incorporated into the daily routines, promoting inclusive practice throughout the nursery. The staff team continue to develop their childcare skills and knowledge through relevant training opportunities, effectively implementing their learning into the setting. The provider continually self-evaluates the provision she provides, incorporating the views of all staff, parents and children, as she plans for future changes, developing the quality of the provision for everyone. All previous recommendations have been fully completed, demonstrating a clear ability to improve and develop the provision provided. Excellent relationships have been forged with all parents', providing

ample opportunities for them to be fully involved in their child's day to day care, learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to attend relevant training opportunities to maintain up to date childcare skills and knowledge.
- continuing with the plans for an extension, incorporating opportunities for parents to attend workshops and training, promoting closer relationships with parents and the local community.

The effectiveness of leadership and management of the early years provision

The provider's dedication and enthusiastic approach to developing and maintaining the quality of provision available, encourages all staff to work to a very high standard at all times. Children receive high quality care and learning opportunities throughout every session. All staff effectively implement the extensive, well written policies and procedures, ensuring the children's safety and security, during their time in the nursery. Staff have continued to attend training opportunities, for example, Can't listen, won't listen and Creative play. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with children and any concerns regarding a child's safety are shared with the appropriate agencies.

The staff team effectively self-evaluate the provision provided through daily procedures. Regular staff and planning meetings ensure planning is fully evaluated and meets the personal needs of every child attending. Since the last inspection, the group has introduced observations that are more detailed. They are using a new format to ensure staff identify suitable activities for children to achieve the next steps for progression. Changes have been made to the end of the session routine; children staying for lunch are now separated from those going home, preventing children leaving unnoticed. The soft outdoor surface has recently been added, preventing unnecessary accidents. The provider has clear plans to extend the property, incorporating opportunities for a parent and toddler group and on site training workshops for staff and parents. Staff continue to train, ensuring they keep abreast of updated childcare procedures and the Early Years Foundation Stage requirements.

Extensive risk assessments are undertaken daily for all areas of the premises, ensuring children are safe and secure throughout the day. The main gate and doors to the premises are secured once all children have arrived and staff ratios are fully maintained when all areas of the premises are being used. A high adult to child ratio enables staff to ensure children are fully supervised and enjoy some one to one time with staff at different activities. Staff encourage children to learn how

to keep themselves safe; reminding them not to speak to strangers as they play outdoors and to line up when moving between rooms, ensuring a staff member is with them at all times.

Excellent and effective systems for supporting children with special educational needs and/or disabilities and those with English as an additional language ensures these children make excellent progress, as they achieve their personal potential. Some children receive individual care each session and staff liaise closely with all other professionals and parents for continuity of care. Staff ensure appropriate equipment is available when required, for example, staff ensure a child uses his personal chair at all table activities, moving it around the premises as required.

The children's welfare and safety is paramount to the staff team. Staff are vigilant and supervise the children closely while encouraging them to develop excellent independence skills. Children are encouraged to resolve conflict over equipment when possible. Excellent registration procedures ensure staff always know which children are on site at any time, for example, a separate register is completed for the afternoon session. Staff ensure the extensive resources are always suitable, clean and safe for the children's use. The daily cleaner ensures the premises are clean and in good order when the children arrive each day and staff clean as they go. Toilets are regularly checked throughout the day, ensuring they have sufficient soap and paper towels for effective hand washing. Children enjoy ample opportunities to explore the world about them and learn about other people and differences through the extensive resources, reflecting all areas of diversity. Parents are encouraged to share their culture with the group, for example, a father cooked Jamaican food for the children to taste.

The provider and her staff team continue to develop close relationships with all parents. Parents say that they are extremely pleased with the care provided and their child has made excellent progress since attending the nursery. Children settle quickly and staff are supportive, approachable, friendly and helpful. Parents are fully involved in their child's care, learning and development. They are provided with extensive information through newsletters, curriculum and activities provided, parents notice board, daily discussions, parent meetings, open days and social events. They particularly enjoy reading their child's portfolio, reflecting their continual progress and development and are encouraged to add their own suggestions and comments for the future plans. Everyone enjoys opportunities to enjoy social events, including sports day, the summer fair, trips and a 'leavers' ceremony.

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

The motivated staff team work closely together, providing high quality care every day. They display the children's artwork, developing the children's confidence and self-esteem as they proudly show their parents their latest masterpiece. The children are developing an excellent understanding of the importance of keeping themselves safe as they play. They know they must not run indoors and do not go down the slide until the previous child has taken their turn. Children recognise

throwing sand can be dangerous and use their knife and fork appropriately at lunchtime. They have developed good relationships with the staff team, enabling them to share any concerns or worries they may have.

All the children are developing an excellent awareness of the importance of developing a healthy lifestyle. They enjoy healthy, nutritious snacks and homemade cooked meals, incorporating fresh fruit and vegetables each day, recognising these help them grow big and strong. All staff are fully aware of specific allergies and dietary needs, ensuring these are met at all times. Children are very independent as they decide when to take their snack, pour their own drinks and select their own fruit, clearing their beakers away when they have finished. At lunchtime, children serve themselves and most use their knife and fork competently to eat their food. Everyone is very aware of the importance of washing their hands to get rid of the germs before eating and after using the toilet. Staff preparing food hold a food hygiene certificate. All parents are fully aware of the sickness procedures, ensuring their child does not attend if they are unwell, preventing the spread of infection.

Everyone enjoys ample opportunities to participate in physical play indoors and outdoors. Outdoors children enjoy a varied range of activities including planting and watering plants, pedalling bikes, balancing activities or listening to a story. They use their imagination as they pretend an activity is a swimming pool, pretending to dive in and swim.

The staff team are fully conversant with the requirements of the Early Years Foundation Stage curriculum. They effectively incorporate this into the daily provision, using a balance of adult led and free choice activities. Extensive planning, incorporating each key worker's observations, ensures the individual learning and developmental needs of every child attending are fully met. Staff work closely with childminders and other provision delivering the Early Years Foundation Stage curriculum, promoting consistency and continuity of care, learning and development.

All children are making excellent progress through the early learning goals. Some achieve above expectations, for example, reading simple phrases and writing their name at an early age. Throughout the session, staff ensure children are appropriately grouped and meet the personal needs of each child. Staff skilfully support children's personal learning well. They sit at the child's level and recognise when to observe and when to intervene, to extend their learning. Children are encouraged to be as independent as possible. Most children are able to put on their own coats for outdoor play, returning them to their pegs when they come indoors.

Children have developed close and strong relationships with the staff team. They separate quickly from their carer and eagerly select their own activity. Staff promote Makaton signs and signing, enabling everyone to understand what will happen next through the pictorial plan of the daily programme. Everyone enjoys using sign language as they sing 'I can sing a rainbow together'. Children enjoy looking at books on their own or listening to a story, for example, 'Under the Ocean'. They recognise a range of creatures living under the sea including an

octopus, dolphin, porpoise and turtle. The children have helped dig and water a large hole for a special tree, which will provide extra shade in the outdoor area. Children construct their own models, including a submarine. They recreated Van Gogh's Sunflower painting after visiting the National Gallery, exploring colour. The children enjoy ample opportunities to explore paint, water, sand, dough and glue. They practise weighing and measuring ingredients for cake making or discuss how many large or small cakes they have made with the dough. Children competently count to 20 and beyond and recognise the numbers 1 to 12 on the jigsaw clock. Many can write their own name. Everyone is encouraged to practise their mark making skills in a variety of areas, for example, writing a prescription in the doctor's role-play area, labelling their pictures or at the drawing table. Some children can read on their own; others write their own song, using a wide range of letters on two pages of paper, giving it a title and singing the completed version to the staff. Children excitedly explore the new Bee-Bot programmable toys. They competently use the current computer and are eagerly looking forward to using the new one, printer and digital camera the group has recently obtained. All children behave well. They recognise the importance of being kind to one another, taking turns and sharing the equipment. Reward stickers and a timer are sometimes used to encourage younger less able children to achieve this goal. All staff regularly praise and encourage the children's attempts and achievements, developing their self-esteem and confidence.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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