

The Park Day Nursery

Inspection report for early years provision

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Inspector Susan Patricia Birkenhead

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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*.

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Description of the setting

The Park Day Nursery was registered in 2006. The setting is owned by a limited company and operates from a converted house situated in the Runcorn area of Cheshire. Children are cared for within three rooms located on two levels with no lift access. There is a secure area available for outdoor play. A maximum of 41 children aged birth to five years may attend the setting at any one time which includes a maximum of 10 children under the age of two years. The setting is open five days a week from 8am to 6pm all year round. Children attend from the local community and surrounding areas.

There are currently 49 children on roll aged from three months to five years, of these, all within the Early Years Foundation Stage (EYFS). The provision is registered on Early Years Register. The setting supports children with learning difficulties. The setting receives funding for three and four-year-olds.

The setting employs 11 staff members who all hold level 3 qualifications in Early Years and the manager holds an NNEB qualification and level 5 in Early Years Leadership. In addition, the owner is the cook who is supported by an assistant. The setting receives support from Halton Early Years development consultants.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very welcoming and inclusive environment where children are happy, secure and settle well. The cohesive staff team effectively promote the welfare, learning and development requirements to ensure the individual needs of the children are met, consequently they make good progress towards the early learning goals. Effective procedures ensure good relationships develop between parents, carers and outside agencies, which significantly contribute to the children's care and learning. However, procedures for maintaining links with other providers are yet to be developed. The management team are very committed to improving the nursery practices and many effective systems are used for self-evaluation, which clearly reflect aspects for future development.

What steps need to be taken to improve provision further?

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

- ensure children visiting other nursery rooms as part of their transition are clearly recorded in the attendance register of the room they visit
- further develop links with other settings children attend and ensure the planning of activities are linked to the areas of learning.

The effectiveness of leadership and management of the early years provision

Children are positively safeguarded because the staff have a clear understanding of the indicators of abuse and the procedures for reporting concerns. The majority of the staff have attended relevant training and the robust recruitment procedures ensure their suitability. Good systems to ensure children's safety include comprehensive risk assessments, the daily checks, the use of necessary safety equipment, monitoring of children as they sleep, and the regular head counts staff routinely complete. Written policies underpin the good practice and the comprehensive safeguarding policy outlines effective procedures should allegations be made against staff. The cohesive staff team are led by an effective manager. All staff hold early years qualifications and show a positive commitment to extending their knowledge and skills through regular additional training they attend to promote better outcomes for children.

The management team promote effective systems for monitoring and evaluating nursery practices, which include the comprehensive self-evaluation form, parent questionnaires and the reflection documents in place. Responses they receive from staff or parents are valued and given consideration. For example, alternative ways to distribute the regular newsletters now include email copies following comments received from parents regarding the availability of this information. The previous recommendations raised have been addressed, consequently improving the provision of resources, the staff's knowledge and understanding of policies and procedures, therefore supporting improvements to children's care and learning effectively. In addition, this practice supports the positive commitment to the continuous development of the setting. All required documentation that contributes to the safe and efficient operation of the nursery is in the main consistently completed, well organised and kept up-to-date. However, attention to the daily registers is necessary to ensure that when children make visits to different rooms as part of their transition more accurate detail is recorded.

Good relationships develop with parents through the many ways they become involved in the setting. Parents say they are very happy with the service they receive and refer to the family orientated environment promoted. They value the regular parents evenings, exchange good levels of information and enjoy being involved in other events, such as the sports day and carol concert organised every year. A wealth of information is on display and daily records shared with parents provide details of their child's well-being. They regularly review and contribute to the children's learning journeys and receive information on how they can further their learning at home. The management team recognise the importance of promoting links with other providers and develop systems for achieving this. However, for children currently attending additional settings, such practice has yet to be implemented to complement the approach to the delivery of the EYFS.

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

Children are happy and secure within the nursery and positive friendships develop with staff and others. Staff effectively organise the learning environment to enable children to make decisions about their play, follow their interests and allow them to work at their own pace. As a result, two children continue to be captivated by the painting activity whilst others take part in a group activity. Staff positively interact with enthusiasm to engage children and further extend their learning and enjoyment. For example, they ask open-ended questions when making play dough and children volunteer information about what ingredients they need and discuss texture. This enables children to become active learners. The good displays throughout the nursery contribute to the very welcoming and inclusive environment. Activity planning is specific to children's individual interests, learning styles and next steps in their learning; however, entries are not linked to areas of learning to ensure they are covered in sufficient depth over a period of time. The children's individual learning journeys incorporate photographic evidence, regular observations, a summative assessment and a six monthly developmental report. These are linked to the areas of learning, monitor children's next steps in learning and the good progress children make towards the early learning goals.

Young children indicate they feel safe by holding out their arms to familiar staff for comfort when they are tired or upset. Older children confidently explain they feel safe at the nursery 'because the ladies look after us' and sing the safety song when going out to play. They develop a good understanding of personal hygiene and learn why they clean their teeth after meals in line with the local National Health Service scheme. The children explain they wash their hands because 'germs can make you poorly'. Notices on display make adults aware of any episodes of illness and encourage the use of hand sanitizer when entering and leaving the premises to further minimise the risk of infection. The rotating menus reflect the healthy, balanced diet children receive, which include children's favourites in moderation and fresh fruit or vegetables at snack time and, as a result, have received the highest award from the local environmental health department. Older children competently serve their own meals which supports the development of their self-help skills. Children have access to a range of resources and activities, such as cultural days to promote diversity and acknowledge cultural differences. Equality audits completed contribute to the further development of this area of practice. Staff and children are involved in the development of the 'Tiny talk' signing programme which is effectively used throughout the nursery as an aide to communication. Positive techniques for the effective management of children's behaviour, such as 'star of the day', foster the development of children's self-esteem and confidence.

The provision of the excellent outdoor area continues to extend children's learning when playing outside. They access the outdoor classroom to obtain binoculars or magnifying glasses to explore the environment. They use their imagination when they adopt the role of the builder in the designated construction area using interesting resources and learn about the natural world as they dig and plant vegetables. They follow the roadway using the wheeled resources and the all-

weather suits and Wellingtons enable children to access this area at all times of the year. They take part in the regular physical exercise sessions staff organise where they discuss the effects physical exercise has on their good health. Children's understanding of number and problem solving is incorporated into all activities both outdoors and inside. For example, young children count the number of skittles they knock down with the ball to nine with staff support and number templates are fitted to the fence outdoors. Effective group activities, such as 'jungle fun', captures children's interest and encourages the development of skills, such as turn taking, singing, moving to music and their interest in books, therefore contributing to their social interaction and literacy skills. By exploring play materials, younger children are learning to operate simple interactive resources and older children develop the necessary skills for operating the computer programmes. Children have varied opportunities to develop their senses as they access the lighting tubes, natural materials such as shells and fir cones, and soft play resources and, when asked, describe the glove filled with rice as 'squishy'. Children of all ages take part in a range of creative tactile experiences using paint, collage materials such as cereal and pasta, and make rockets and planets from recyclable materials. Older children give meaning to the pictures they paint of sad and happy faces annotated by staff. Outcomes for children are positive, therefore contributing to the development of future skills.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's engagement with parents and carers	2

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	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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