

Parkside School

Inspection report for early years provision

Unique reference number

EY393004

Inspection date

11/05/2010

Inspector

Ann Moss

Setting address

Parkside School, 78-80 Stoke Road, Stoke D'Abernon,
COBHAM, Surrey, KT11 3PX

Telephone number

01932862749

Email

enquires@parkside-school.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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).

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 was registered in 2009 and operates from Parkside (Boys Independent) School which is in Stoke D'Abernon, Cobham. The school is situated within extensive grounds which has the River Mole running through it. There are woodlands, grass playing fields, an adventure playground and an indoor swimming pool which the nursery can have the use of. The nursery operates from two buildings which are opposite each other and separated by the playground. The playground is secured with gated fencing, closed circuit television and an electronic entry system. The school is for boys, but the nursery is for a mixed gender group. Children with special educational needs and/or disabilities attend. Children are grouped into one of nine group rooms.

The nursery is registered on the Early Years Register for 36 children aged from two years to the term before they reach the age of three. Rising threes and four-year-olds also attend but are exempt from registration. Currently, 22 children aged two years to rising three attend the setting in the early years age group. Altogether 17 staff are employed to work with the children, including the manager. There are two deputies who are both qualified to level 3. Seven other staff are qualified to level 3. Two are working towards the National Vocational Qualification at level 3 and three remain unqualified but with experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and secure in the nursery environment where staff recognise and value the uniqueness of each child. They make good progress due to the enthusiastic and committed staff who work well as a team. The key worker system of identifying particular children with named staff has resulted in a good understanding of individual needs and promotes strong and effective partnership working with parents/carers and others for the benefit of the children. The system for self-evaluation is in place although not, as yet, sufficiently robust across all areas of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- engage parents with and provide information as to the types of activities provided for the children
- ensure that observations and assessment of children are made regularly and used to identify and plan for the children's next steps in learning
- promote the good health of the children by ensuring effective hygiene procedure are in place, such as hand washing.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because leadership and management implement effective arrangements to ensure that children are safe and staff are fully aware of their safeguarding role and responsibilities. For example, recruitment and vetting procedures are robust. This ensures that all staff are suitable to work with the children. They routinely update their paediatric first aid and child protection training to ensure their knowledge and skills are secure and they know how to proceed if they have a concern about a child in their care. They carry out and implement thorough risk assessments each day to ensure children are safe and can explore and investigate the environment safely. Security is a high priority of the nursery; for example, an electronic entry system and a closed circuit television monitors all visitors to the nursery. Staff are well deployed to support children's individual needs and to ensure they all make good use of the full range of resources available to them, indoors and outdoors. There are clear and effective procedures in place for the early identification and assessment of children to ensure their needs are quickly identified and they are included at a level appropriate to their ability.

Relationships with parents and carers are overall effective. They receive good information about the nursery through the parents' handbook, brochure and a wide range of policies, procedures and helpful information posted on the nursery's website. Daily feedback, child profile, an end of term report and parents meetings support parents' understanding of their child's achievements. However, planning for activities and some child profiles are not readily available for parents to see and this impacts on their ability to support their child's learning at home. Staff work well together to ensure effective partnerships with others to support children's learning and development.

Evaluation and reflection are embedded in most everyday practice, with goals for improvement identified and implemented. For example, the settling is developing a garden area for planting, growing and gathering of produce. However, the system for evaluating practice is not, as yet, sufficiently systemic to drive improvement for the benefit of children.

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

Staff demonstrate a good understanding of the Early Years Foundation Stage and are effective in helping children to progress well in all areas of learning. Planning is fluid and develops through the daily observations undertaken on all children and this ensures it is flexible and takes into account the interests and experiences of each child. However, the system does not allow for the planned next steps to be recorded in order to clearly monitor their progress.

Children happily enter the nursery and soon settle into the daily routine. They establish stable relationships with staff and other children, indicating that children

feel safe. Children develop independence due to the arrangement of resources and encouragement from staff, for example, low shelving units within every room allowing them to select the toys and resources they wish to use. They take responsibility for small tasks, such as, handing out snacks and tidying away resources. Children access a comfortable and cosy book corner and enjoy individual time and attention from staff while reading stories and looking at books. Their early reading, writing and mathematical skills are developing well. For example, they have daily opportunities for mark making and staff give children reasons to count.

Children participate with enjoyment in the adult-led and child-initiated activities provided, such as, music time. Most children sing along to known nursery rhymes, such as Hickory Dickory Dock and Incy Wincy Spider. They use their fingers to role play climbing up the spout supporting their hand-eye coordination and spontaneously move their bodies rhythmically in time to the music. Children's growing awareness of creativity and the knowledge of the world is developing through their art work and first hand experiences, such as planting flowers. Children's behaviour is managed very well by staff. They ensure children are aware of the boundaries within the setting and through effective language and role modelling. Staff use lots of praise to reinforce good behaviour and acknowledge children's efforts and achievements. This contributes to children's high self-esteem and confidence.

Staff obtain information regarding the dietary needs of all children and regularly review these to ensure children's dietary needs are met. Meal times are sociable occasions with children enjoying a good range of healthy meals and snacks. Drinking water is available freely to all children to access as they require. Children have regular opportunities to access fresh air and exercise in the extensive outdoor areas or explore the woodlands and grass playing fields. They develop awareness of keeping themselves and others safe through the gentle reminders from staff, such as; taking care when negotiating stairs or when riding wheeled toys outdoors. Children develop an awareness of good hygiene practices through their daily routines. However, the practice of hand washing before snack time or after play outdoors is less secure. This impacts on children's continuing good health.

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	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
--	---

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

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

