

# Central Park Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY331228

**Inspection date**

06/05/2010

**Inspector**

Mary Anne Henderson

**Setting address**

Central Park Nursery, 8 Hawksworth Road, Central Park,  
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**Telephone number**

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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

Central Park Nursery opened in 1995 and registered under the present ownership in 2006. It operates from purpose-built premises within a commercial centre in Telford, Shropshire and serves the local and wider community. The nursery is registered on the Early Years Register. They are registered to care for a maximum of 105 children at any one time and are currently caring for 326 children from 3 months to 11 years old. This figure includes 20 children who attend the Out-of-School provision. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. Children can attend for a variety of days or sessions. There is an outdoor play area for the children.

The nursery is open each weekday from 07.30am to 6pm for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are 26 members of staff working with the children, 20 of whom hold appropriate early years qualifications. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and management work together to ensure positive relationships are fully developed with the parents and their children. The staff liaise well with other providers of the Early Years Foundation Stage to ensure inclusion for all children on roll is promoted well. All indoor and outdoor areas provide a good range of opportunities to extend children's learning and development. The systems in place to evaluate the setting are good and include the identification of the strengths and areas for continuous improvement. All staff, management, parents and their children are all included in the systems. The capacity to make further improvement is strong. Children are secure and develop a sense of belonging to the setting. They show a strong understanding of how to keep themselves safe. However, children are not always fully prepared for changes that may occur in the routine, such as the arrival of visitors. Children have access to a wide range of resources in most areas of the nursery.

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

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

- develop further support to prepare children for changes that may occur in the routine to encourage a sense of trust
- review further the indoor environment so that resources are accessible and appropriate, this specifically relates to children from 18 months to two years old.

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

The leadership and management of the nursery is good. Staff are warm, caring, and knowledgeable and work well together as a team to foster positive relationships with the parents and their children. Staff also liaise closely with other providers of the Early Years Foundation Stage which ensures consistency and inclusion for all children on roll. The risk assessment procedures include checking areas, equipment, toys and all outings involving the children. Risk assessment includes verifying the identity of all visitors to the nursery. Children are secure and develop a sense of belonging to the setting. They show a strong understanding of how to keep themselves safe.

However, children are not always prepared for changes that may occur in the routine, such as the arrival of visitors. Also, the organisation of resources to ensure accessibility at all times is less effective for children from 18 months to 2 years old. All children are safeguarded because staff have undertaken child protection training and have a good understanding of the procedures to be followed. All staff are suitably checked and vetted and they ensure the safeguarding policies and procedures are implemented and adhered to at all times.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language well. For example, they work closely with the parents and other professionals to ensure children's needs are identified and met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included in all routines and activities. The self-evaluation systems of the provision are good and include all management, staff, parents and their children. The capacity to make further improvement on an ongoing basis is strong and is a key focus of the staff and management to ensure good outcomes for all children on roll. Improvements made since the last inspection ensures children's welfare is well maintained.

Engagement with parents is good. The parents have free access to their child's learning and development files at all times which provides parents with information about their child's ongoing developmental progression. Daily verbal exchanges of information between the parents and the child's key person ensures children's needs are continually identified and met. Parents enjoy joining in with a range of nursery outings with their children and the staff. The parents have free access to the setting's policies and procedures at all times.

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

The staff ensure all children are included in the routines and activities within the nursery. They are warm and caring and provide a stimulating and interesting range of activities around the children's current interests ensuring they are progressing well towards the early learning goals. Staff ensure most resources and equipment

are easily accessible in well defined areas to encourage children's independence. Children find out about their environment, identifying features and noticing the natural world. They enjoy a range of outings to places of interest including visits to the train station to watch the trains go by and local walks near the nursery where they see and talk about the various plants and wildlife and the changing seasons. Older children and toddlers enjoy planting potatoes and sunflower seeds in the outdoor areas, watching them grow and change over time. Younger toddlers and babies like to plant cress seeds and watch them on the window sill as they change and grow. Children are beginning to learn about personal safety. They enjoy having visitors to the setting such as the police and fire officers who talk to the children at their level about stranger danger, road safety and fire safety. Children's learning about personal safety is further developed as they learn about crossing the road on outings and through play activities. They are also included in the fire evacuation procedures of the setting. The children show they feel safe within their environment as they approach the staff for assistance and comfort when they need it. Children make attachments with the staff and their peers and show kindness and care for each other. They smile and giggle and have a strong regard for one another and the staff.

The staff support the children's interest in developing a healthy lifestyle through discussions, stories and activities. Children are provided with a broad range of healthy option meals which includes vegetables and salad, pasta and meat. They enjoy making healthy choices from a range of fruit during snack times and access fresh drinking water throughout the day. Staff ensure children know why they need to wash the germs off their hands after visiting the toilet and before they eat thereby ensuring learning through routines. Visitors are brought in to the setting to extend children's learning about hand washing and care for their teeth. The children enjoy daily physical play in the outdoor areas where they ride their trikes, play bat and ball games and run around in the fresh air. Children's physical skills are further developed as they use large climb and balance equipment in the soft play room.

Children's skills for the future are fostered well. They enjoy making and selling cakes for Children in Need. Children's skills for the future are further fostered as they begin to explore information and communication technology to support their learning. They use computers and the white board displays to explore various learning programmes such as problem solving and shape and colour recognition. Children's skills in problem solving and number exploration is further developed as they take it in turn to count the building bricks adding one more and taking one away. Younger children enjoy a range of activities to support their mark making skills. This includes making marks with their fingers in the sand tray. Older children are beginning to write letters of the alphabet and their names and all children have lots of opportunities for mark making such as painting and drawing pictures at the writing table. Staff provide the children with a comfortable book area where they help themselves to story and reference books and sit with their peers. Children become engrossed during story time, joining in and listening intently. Children's sense of belonging is fostered well as their art work and photographs are displayed around the walls for them and their parents to enjoy.

The children are beginning to understand that people have different needs, views,

cultures and beliefs. They play with a range of resources that reflect positive images of diversity including small world people depicting various cultures and positive images of disabled people. They also enjoy reading various story and reference books about festivals, cultures and people from around the world. Children explore festivals around the calendar year as they talk about and explore creative activities and try various foods during the Chinese New Year and Divali.

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