



## **Parkside Nursery School**

Inspection report for early years provision

<b>Unique Reference Number</b>	223253
<b>Inspection date</b>	09 February 2006
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<b>Registered person</b>	Mrs Elizabeth Locke & Mr Richard Moulding
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Parkside Nursery School opened in 1989. It operates from two rooms in the house as base rooms for children and a two-storey converted coach house in the garden of a Victorian semi-detached house. It is situated in Loughborough in Leicestershire.

A maximum of 35 children may attend the nursery school at any one time. The nursery school opens each weekday from 8.00 to 18.00. All children share access to a secure outdoor play area. There are currently 41 children from 3 months to 8 years

on roll. Of these, 22 children receive funding for nursery education. Children come from a wide catchment area, as most parents travel to work in and around Loughborough. The nursery school currently supports a number of children with special needs, and also supports a number of children who speak English as an additional language.

The nursery school employs 10 staff of which 9, including the manager, hold appropriate early years qualifications and 1 member of staff is working towards a qualification. The nursery school

receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children understand they must wash their hands before meals, after using the toilet and after messy activities to prevent the spread of germs. Therefore, they learn the importance of personal hygiene. However, this is not always implemented before eating snacks or cooking activities. Younger children are supported by staff with their personal hygiene whilst older children use the toilet and wash their hands independently. Practitioners maintain high levels of hygiene by cleaning tables at meal times and ensuring baby changing areas are cleaned after use. Procedures for the management of accidents ensures children receive good care, details are recorded and shared with parents. For example, two children bumped heads while playing. Practitioners checked the children for injuries, applied a cold compress and gave the children cuddles. The accident was accurately recorded and the parents informed when they collected their child. Practitioners are very aware to keep a check on children following this type of accident and to contact parents immediately if children become unwell. First aid equipment is readily available in all parts of the nursery. Clear policies about the care of children who are ill ensures the risks of infections spreading to healthy children are minimised as parents have clear procedures to follow.

Meals are provided in partnership with parents. Therefore, children are well nourished and their individual dietary needs and preferences are met. Children receive a variety of healthy options for snacks and are encouraged to make choices about which fruit they eat. Meal times are used well to help children learn good table manners. The benefits of healthy eating are discussed during planned activities and themed topics. However, opportunities to discuss this at meal times are sometimes missed. Babies' bottles are prepared to ensure their individual routines are met. All children are routinely offered drinks throughout the day. Therefore, hydration is maintained. Appropriate provision is made to ensure children can rest and sleep during the day and babies' routines for sleep are maintained well by working closely with parents.

Early years guidance, for example the 'Curriculum for the Foundation Stage' of learning is implemented well to ensure children's physical development is promoted.

For example, children have regular opportunities to using a range of wheeled toys and climbing equipment both indoors and outdoors. Consequently, they develop good balance and coordination. All children have daily opportunities to play outside. During this time they develop and show accuracy when kicking and throwing balls. Babies can move independently around the floor accessing a range of toys which promote their hand eye coordination. They develop the skill of standing and toddling by pulling themselves up on sturdy furniture and equipment. Older children are competent in using tools for painting, sticking and cutting. Younger children can manipulate toys and some older children independently fasten their own coats. Therefore, they develop good hand eye coordination. Consequently, physical development for all children is enhanced.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children can independently move around the premises as a clear policy to maintain their health and safety is implemented. Practitioners regularly undertake risk assessments to identify potential hazards and take appropriate action to ensure these are addressed. However, trailing leads in some rooms and clutter on the stairs pose a potential trip hazard. Heaters in the baby room are not always inaccessible to older children who occasionally use the room. The outdoor play area is secure as high fencing is installed and gates are locked. However, a holly bush poses a potential hazard if children fall onto it. Good security means children are unable to leave the premises unsupervised. Parents and visitors ring a bell and are identified before allowed to enter the premises. Practitioners know who is on the premises at all times as they quickly challenge unknown adults and are vigilant in maintaining a register of visitors. Consequently, children's safety is maintained. Children can safely access a wide range of resources which are in good condition and comply with safety standards. For example, they use children's safety scissors with rounded tips for cutting.

Children clearly understand the rules of the nursery. For example, they know they must only use the stairs with an adult and stair gates are installed to ensure this happens. Practitioners are vigilant in ensuring the gates are locked at all times to protect children's welfare. Children understand the fire drill procedure as they practise this regularly. Clear procedures are effectively implemented to ensure children are kept safe during outings. This includes risk assessments beforehand and increasing the number of adults caring for the children. The procedure for lost children is clear and most staff understand how to implement this. Children are protected from unknown adults as very clear procedures are in place to ensure they are only collected by authorised adults. Emergency contact information is detailed on children's records. In addition to this, parents sign a collection book on the day giving authority for a named adult to collect their children. The welfare of the children is well protected because practitioners understand the signs and symptoms of child abuse and neglect. A clear policy ensures the local Area Child Protection Committee procedures are maintained and practitioners are confident to put these into practice.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are very settled and happy within the setting. Practitioners greet them with a smile when they arrive. Therefore, they are confident to leave their parents and show good self-esteem. All children receive lots of cuddles and are treated with kindness by practitioners who generally interact with children to support their learning. Children happily engage in a good range of activities and experiences for sustained periods of time. For example, messy activities, painting, construction and imaginative play. However, practitioners do not always sufficiently direct children's free play to make it meaningful for children aged three to four years. Early years guidance for example the 'Birth to three matters' framework is not currently used. Therefore, although babies play with mobiles, activity gyms and a good range of developmentally appropriate resources, practitioners are not always pro-active in initiating interaction with them. Consequently, baby's development may not always be sufficiently enhanced. However, practitioners are skilled in understanding baby's communication and take good account of their routines which ensures individual care needs are well met. Practitioners clearly have a sound knowledge of child development and use this well to ensure children aged two years receive good care and support to enhance their development through play and a variety of activities and experiences. Children spend most of their time purposefully. They actively participate in a good range of stimulating planned activities and are confident to extend these showing good imagination. Children participate in creative activities. For example, they colour, paint and use cutters to make clay hearts and cards for Valentines Day. However, there appears to be an over reliance on pre-cut stencils for displays. Therefore, children's own creativity is not fully supported. Older children can instigate their own play and use resources effectively to support this. All children's care needs are effectively met because practitioners know the children well.

## **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Practitioners have a clear knowledge and understanding of the Foundation Stage of learning and understand how children learn. Consequently, children receive a broad and balanced curriculum with a range of activities which are stimulating and interesting. A range of teaching methods ensures learning opportunities are adapted to take full account of children's individual developmental stages. For example, children learn through play, adult-led activities and more formal group work. Therefore, they persist in what they are doing. Children have a good attitude to learning, consequently personal, social and emotional development is good. Children listen attentively to stories and confidently participate in group discussions and singing. They are confident speakers and use language effectively to organise their thoughts and explain what they are doing. A child told me that he was wearing a fire-man's helmet and that water puts out fires. Documentation and planning shows children have a range of meaningful opportunities to develop their writing skills in the role play area. For example, they make a space-man's log in the space station. However, opportunities to freely write were not observed during the inspection. During adult-led writing activities children show accuracy in forming letters. Older and more able children can trace, copy and independently write their

names. Children have a good understanding of initial sounds and confidently identify items starting with the letter g. For example, granny, Gordon, green and grass. Children use mathematical concepts in meaningful contexts. An example of this is practitioners and children counting how many are in the group and state how many cups are needed for each child to have a drink. By using practical methods children can work out how many more cups are needed. A child showed me he can count accurately to 15. Children are challenged as they complete activities with practitioners who are very aware of the children's stage of development and encourage them to achieve more. Children confidently recognise shapes in the environment. For example, they know that wheels and steering wheels on vehicles are round. They learn about the wider world in which they live through outings in the local community, celebrating seasonal changes and festivals throughout the year. Activities include growing seeds. Children clearly explain that seeds need compost and water to grow. They understand about the past and present as practitioners use circle time well to order the days of the week and to help children recall the previous days weather.

Practitioners plan well to provide a good range of rich and varied experiences for children. Therefore, children receive a balanced curriculum linked to the stepping stones and early learning goals in the Foundation Stage of learning. Activities are evaluated weekly and adapted when necessary to ensure the learning intentions for children are achieved. Children's learning is discussed with parents, former practitioners and assessed when they enter the setting or move rooms. Consequently, children's starting points are identified and progress is recorded. Ongoing targeted activities and observations are used to identify children's current stage of development and learning. This is regularly monitored to ensure children are meeting their goals and next steps for learning are identified. Practitioners are enthusiastic and actively involved in the children's learning. Therefore, children remain engaged and stimulated to achieve making good progress towards the early learning goals. Children's achievements are regularly shared with parents as the nursery implements a clear policy to ensure this happens through visits, discussions and newsletters. Consequently, they are kept well informed and become actively involved in their children's learning.

### **Helping children make a positive contribution**

The provision is good.

All children are warmly welcomed into the nursery which takes full account of their differences and individual needs. Consequently, they feel valued and develop a good sense of security and self-esteem. Children are positively encouraged to learn about the wider world in which they live. Visits are used effectively to help children learn about the local community and seasonal differences. For example, they visit parks to feed the ducks. Children celebrate a variety of festivals throughout the year. These including some less known cultural festivals. For example, Holi. Children of different nationalities attend the nursery and staff discuss differences in their diets to help all children learn about this. Children have good opportunities throughout the year to taste different foods as they participate in cooking foods from across the world. For example, pasta and rice. A good range of resources and posters promote positive

images within the nursery. An example of this is a display of children's names written in Chinese. Children show a sense of awe and wonder when they receive new experiences. They talk about the seeds they were planting and what they needed to grow. All children are fully included in the nursery because they have equal opportunities to participate in all activities. Consequently, all children join in, take responsibility and play a productive part in the setting. Therefore, spiritual, moral, social and cultural development are fostered.

Children show good behaviour. Practitioners are good role models for positive behaviour and are consistent and effective in managing this. Strategies used to manage unacceptable behaviour are developmentally appropriate. For example, distraction to other activities and discussion are used well to take full account of the children's understanding. Children share, take turns and play harmoniously together for sustained periods of time. They are treated with respect and kindness. Therefore, they show a clear awareness of the needs of others. For example, older children are mindful of younger children when playing together outdoors.

Partnership with parents and carers is good and effectively contributes to the children's well being and learning. Practitioners greet parents and children and are pro-active in asking how children are after being ill and supporting children who are upset by changes in routines, for example, when a different parent brings the child to nursery. All children are happy at the setting and babies settle well because practitioners work closely with parents to effectively maintain routines from home. Parents receive good information about the setting at induction. Children's learning is extended at home because the nursery informs parents by newsletters and notices around the nursery of current learning themes and planning. Detailed information is collected about the children from parents and assessments are used to establish children's current stage of learning and to build on what the child already knows. Parents are kept well informed about their children's developmental progress and learning. Practitioners keep detailed up-to-date records of children's achievements and routines and regularly share these during visits and informal discussions. Parents of younger children receive daily diaries about the children's care routines. A clear policy states that learning records for children in the Foundation Stage are available to parents at all times on request, parents confirm this. Therefore, good two-way communication with parents is established to support the care of the children.

## **Organisation**

The organisation is satisfactory.

Children's welfare is well maintained because robust recruitment and vetting procedures ensure they are cared for by suitable practitioners. A comprehensive induction ensures practitioners understand and can implement the nursery policies and procedures. Regular appraisal meetings between the management and the practitioners identify training needs. Consequently, staff feel valued and are happy to work in the nursery. Therefore, the atmosphere is friendly, children are settled and their individual care needs are met. Children are well cared for by qualified practitioners because the management have a commitment to ensure practitioners

undertake regular training to continue their professional development. The operational plan works well in practice. Comprehensive policies and procedures are successfully implemented and practitioners are deployed effectively to ensure children receive consistent care and support in their learning and play. The number of adults caring for children was not maintained on the day of inspection when the nursery first opened in the morning. However, the management quickly adapts arrangements to ensure children's care and safety is maintained. The environment is well organised to provide play and learning opportunities. Therefore, children feel safe and secure and are happy to be there. Practitioners work well as a team, are good role models for positive behaviour and show commitment to enhancing children's care and development. Consequently, children's developmental progress is generally enhanced.

Leadership and management are good. Practitioners are fully involved in planning activities and the day to day organisation of the nursery. The management show a hands-on approach by working on a daily basis with children and practitioners. They lead improvements for the care and nursery education of the children, involving staff in planning and implementing this. Deployment of staff is good and takes account of staff skills. For example, staff experienced in caring for babies work with this age group. The management show a commitment to improve the care and learning of all children by imminently implementing early years guidance in line with the 'Birth to three matters' framework and adapting their practice to meet recommendations from the last inspection.

Effective use of the 'Curriculum for the Foundation Stage' means children are making good progress through the foundation stage of learning. Practitioners plan and provide an interesting broad and balanced curriculum which is monitored and changed to ensure it is effective. Clear monitoring and assessment procedures ensure children's current achievements and next steps in learning are identified. Practitioners regularly assess the effectiveness of activities which are adapted when required, to ensure developmental progress and learning intentions for all children are achieved. Appropriate organisation means children learn through play and adult-led activities. Therefore, the nursery education works well alongside the care of the children. Consistent procedures ensure all children make progress towards achieving their full potential in an environment where every child matters. Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider agreed to improve procedures for outings, checking of staff at recruitment, child protection procedures and record keeping of incidents. The provider has taken appropriate action to meet the actions and recommendations. Procedures and documentation have been reviewed and updated. Therefore, children's safety during outings is enhanced and they are cared for by suitable staff who can record incidents and implement the updated child protection procedures.

At the last nursery education inspection the provider agreed to improve information for parents about the Foundation Stage of learning and to ensure parents can access



children's records at any time. The provider has taken appropriate action to meet these recommendations. Information about the Foundation Stage of learning is readily available and included in newsletters. A policy and procedure has been implemented to make records available to parents. Therefore, parents are kept well informed of their children's learning and can support this at home.

### **Complaints since the last inspection**

Since the last inspection Ofsted has received complaints relating to nursery which raised concerns about methods of behaviour management, lack of organised activities, and insecure access to the setting. Following an investigation by an outside agency, Ofsted conducted a visit to the provision on 9 September 2006. The concerns were considered in relation to National Standards 3: Care, learning and play, 6: Safety, and 11: Behaviour. There was no evidence to suggest these National Standards were not being met and Ofsted will be taking no further action at this time. The registered person continues to be qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve children's personal hygiene by ensuring they wash their hands before cooking activities and snacks.
- make hazards in the baby room and big nursery safe or inaccessible to children
- improve outcomes for children from birth to three years by using an approach in line with the 'Birth to three matters' framework
- improve the opportunities for children to input their own ideas into their creative work and provide a wider range of materials to choose from enabling

them to steer their own creations

- ensure the adult:child ratios are maintained at all times

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above

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