



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 223253

DfES Number: 523191

### INSPECTION DETAILS

Inspection Date 16/03/2004  
Inspector Name Anne Walker

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Parkside Nursery School  
Setting Address 25 Charnwood Road  
Loughborough  
Leicestershire  
LE11 2BN

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Mrs Elizabeth Locke & Mr Richard Moulding  
Address 25 Charnwood Road  
Loughborough  
Leicestershire  
LE11 2BN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Parkside Nursery School opened in 1989. The nursery operates from a two-storey converted coach house in the garden of a Victorian semi-detached house. They also use two rooms in the house as base rooms for children. There is an enclosed outdoor play area. The nursery is located in an established residential area near the centre of Loughborough and the university and serves the local community and parents who work in the town.

There are currently 47 children on roll. This includes 6 funded 4-year-olds and 16 funded 3-year-olds. Children attend for a variety of sessions. The setting currently supports 2 children with special needs. There are currently no children attending with English as their second language but appropriate support mechanisms for this are in place.

The nursery opens Monday to Friday 08:00 to 18:00, all year round, apart from a week at Christmas and Easter.

There are currently seven members of staff, including the proprietor. All staff have early years childcare qualifications and the proprietor is a qualified teacher. The nursery receives support from a mentor/teacher from the Early Years Development and Childcare Partnership. They are currently working towards the "Investors in People" award.

### How good is the Day Care?

Parkside Nursery School provides satisfactory care for children. The buildings are well maintained, light and airy and offer a comfortable environment for children. The outside play area is attractively presented and provides a good extension to the indoor facilities. It is readily accessible from all areas of the nursery. They make good use of their broad range of play materials to provide a stimulating environment. The proprietor works alongside staff and takes an active role in their development. Records, policies and procedures are in place, apart from two, and another has not been reviewed to reflect current practice. Staff demonstrate a satisfactory

understanding of the policies, but are not always aware of the full requirements of child protection procedures.

Adult:child ratios are maintained and staff are conscientious in their supervision of children. However, there are several aspects of safety where positive steps have not been taken to promote children's safety or prevent accidents. Children are provided with regular drinks and snacks and staff have a good awareness of individual children's needs, such as, dietary and medical.

Staff plan and provide activities that children enjoy and which promote all areas of their development. They organise the day well so that children have opportunities to be active, select and make choices in their play, as well as having quieter periods where younger children can rest. They use their knowledge of the children to ensure that all children can access and participate activities equally.

Children are cared for according to parent's wishes and good information is exchanged on a regular basis. Daily records for babies inform parents about important aspects of their day. Regular information is shared with parents regarding the topics covered and general information is available on notice boards.

#### **What has improved since the last inspection?**

At the last inspection the setting agreed to address a number of actions to ensure they were complying with the National Standards. They agreed to develop procedures to be followed in the event of a child being lost or a parent failing to collect a child. A clear and detailed document is in place to deal with an uncollected child but a procedure for a lost child has not yet been drafted. The setting also agreed to maintain accurate records of parent's contact details. Registration documents are comprehensive and are reviewed to ensure that parents could be contacted swiftly if needed. They agreed also to ensure that an effective system for managing access to the premises was in place. Gates and doors into areas where children are, are not secured and although children are well supervised this does not fully promote a safe environment. It has not been satisfactorily addressed and has been raised again at this inspection.

In addition there were a number of actions relating to the child protection policy: training for the designated person responsible for child protection in the nursery; and staff's knowledge of procedures. The proprietor, as the designated person, has attended relevant training and the policy has been updated to include procedures if an allegation is made against a member of staff. However, new guidance has been issued since then and the setting has not reviewed their policy in light of this. Staff have read and discussed the procedures and are generally familiar with their responsibilities, although they do not consistently record injuries to children which have not occurred at the nursery.

Finally they agreed to ensure that those responsible for the preparation and handling of food are fully aware of, and comply with, regulations relating to food safety and hygiene. All staff have completed food hygiene training to ensure sufficient knowledge when preparing snacks for children.

### What is being done well?

- All of the staff hold an early years childcare qualification which exceeds requirements laid down in the National Standards. Most of the staff have worked in the nursery for a number of years and this provides consistency of care for young children.
- The nursery provides a wide range of toys and play equipment across the nursery, including the outdoor play area. These are stimulating, fun and offer sufficient challenge to children. They are presented so that children can reach toys easily and make choices. Children enjoy and are keen to use the resources available to them.
- Staff across the nursery demonstrate a good knowledge of children's individual needs. Babies and toddlers rest, meals and changing, takes place according to their individual routines. Good information is exchanged with parents and their wishes are implemented. Staff working with pre-school children address individual needs to ensure all children can be included in the curriculum.

### What needs to be improved?

- procedures for: lost children; safe conduct of outings and to check that staff are physically and mentally suitable for their post
- the management of access to the premises to ensure children are safe at all times
- children's access to hazards in the kitchens and utility area and to the broken pane of glass in the door to the small kitchen in the main house
- availability of documentation, for the inspector, of cars used to transport children
- the child protection policy, to ensure it is consistent with updated guidance and that staff are clear about record keeping, for example, existing injuries.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
6	Ensure positive steps are taken to promote safety in the setting and on outings and that proper precautions are taken to prevent accidents.	08/04/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
1	Ensure that there are effective procedures in place for checking that staff are mentally and physically suitable for their post.
13	Review the child protection statement to ensure it is consistent with the updated National Standards and the Department of Health booklet, "What To Do If You're Worried A Child Is Being Abused". Ensure that staff are aware of all record keeping procedures in relation to child protection, for example existing injuries.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Parkside Nursery School offers good quality nursery education where children make generally good progress towards the early learning goals. They make very good progress in all areas of the curriculum with the exception of mathematical development, which is generally good.

Teaching is very good. Staff have sound knowledge of the early learning goals and plan exciting and informative activities, around topics, in which children are keen to participate. They do not always write the learning outcomes for planned activities, but can clearly explain what learning they expect the children to achieve. Staff engage well with the children, during activities, to ensure they gain full benefit from what they are doing. Children with special educational needs are well supported in the setting. Staff observe and complete comprehensive children's progress records. They use good resources competently to support children's learning.

Leadership and management is generally good. The setting benefits from a committed staff team who work well together. There is a commitment to continual improvement of the setting through regular monitoring of the provision, staff evaluation of what they do and training.

Partnership with parents is generally good. Parents are informed about the early learning goals and are kept abreast of the activities used to meet these. The setting's brochure does not describe the educational provision. Parents are involved in schemes to support children's reading at home. Although parents have open access to staff, and can discuss their children's progress, they do not have regular access to children's assessment records and they are not able to contribute their observations of their children's progress at home.

### **What is being done well?**

- Children's personal, social and emotional skills are very good. They are confident, keen to learn and are able to work on their own and in groups. Behaviour is good.
- Children can recognise and sound letters in their names, in days and months. They are good participants in discussions and are eager to share their information and ideas.
- Well planned activities engage and sustain children's interests, especially in art and craft activities and in learning about the world they live in.
- Use of very good resources and well planned activities ensure that children's physical development is progressing well.
- Staff's recording of children's progress gives a clear indication of each child's attainment of early learning goals. They use a range of good resources well,

to support good teaching and learning.

**What needs to be improved?**

- an account of the setting's educational provision in brochures for parents
- the regularity of access for parents to written records of their children's progress, and an opportunity for parents to record any evidence of progress they notice.

**What has improved since the last inspection?**

The nursery has made generally good progress since the last inspection. Parents are now made aware of the early learning goals, and the activities used to promote them. They are kept informed of educational topics around which activities are planned, and are involved in helping their children to learn to read. Parents have open access to staff and can ask to review their children's assessment records. They are made aware of this through policy documents. Planning around topics is good and gives rise to exciting and informative activities which encourage children to learn. However, parents are still not fully involved in contributing to children's progress records.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show a keenness to learn and to participate in all the activities. They form good relationships with staff and other children and are confident, to speak in a group, to express their ideas and feelings. Children are well behaved, co-operative, willing to share and take turns. Their personal independence skills are developing well, they select resources to use in play and show increasing ability to manage their clothing.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy interacting with others and using an expanding vocabulary when conversing with staff, each other and in a group. They listen intently, and with enjoyment, to stories and are quick to name familiar characters, showing good memory skills. They identify letters in their own name and the sounds the letters make, and are beginning to write well formed letters of the alphabet. Children understand that print carries meaning as they use books and see words displayed around the room.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All four-year-olds and some three-year-olds count beyond ten but only some recognise numerals up to nine. Children compare size, shape and position well and re-create simple patterns. Four-year-olds recognise a curled up snake as resembling a spiral, and can describe changing shapes as they roll out dough. They show a good understanding of the concepts of addition and subtraction, determining how many are left when items are removed from a group.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate similarities and differences as they look at shapes, colours, textures and smell and taste different fruits from around the world. They identify features of living things as they plant, tend and observe the growth of cress and parsley. Children learn about their local environment and the wider world through well planned activities. Good resources encourage their use and understanding of technology. Children develop a good understanding of the cultures of other people.



<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's' hand/eye co-ordination and manipulative skills are developing well. They cut confidently with scissors and handle tools and objects with increasing control. They move with confidence and recognise the importance of keeping healthy. Children show good co-ordination when throwing and catching a ball, and good awareness of space and others as they manoeuvre and ride on equipment around the playground.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children engage in many creative activities, and show pride in their finished work. They are provided with a good range of resources and activities which allows them to use their imagination freely in role-play, art, craft and movement. For example, when shown a picture taken in the jungle they discuss with enthusiasm their imagined trip there. Children regularly enjoy singing and playing instruments. They respond with interest to the opportunity to see, feel and taste different things.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Inform parents of the nursery's education provision in the setting's brochure.
- Involve parents on a regular basis in the assessment of their children's progress.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*