

Central Park Nursery Ltd

Inspection report for early years provision

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Inspection date

16/12/2010

Inspector

Jasvinder Kaur

Setting address

Central Park Nursery, 8 Hawksworth Road, Central Park,
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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 in 2006. It operates from seven rooms in a purpose-built premises within a commercial centre in Telford, Shropshire. The nursery serves the local and wider community. There is an outdoor play area for the children.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 105 children at any one time. Currently there are 509 children on roll from three months to 11 years old. This figure includes 20 children who attend the Out-of-School provision. Children attend for a variety of days or sessions. The nursery is open each weekday from 7.30am 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 24 members of staff working with the children. 13 of whom hold Level 3 and seven hold Level 2 childcare qualifications. Four members of staff are currently working towards a Level 2 qualification and one member of staff is working towards a Foundation Degree. Additional housekeeping staff are also employed. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are committed to improving the quality and standard of education and most aspects of care through continuous self-evaluation. Children enjoy their time in a friendly and stimulating environment and are safe and secure in most respects. All policies and procedures are inclusive and are implemented successfully to promote children's welfare. The partnership with other professionals, providers and parents is positive, and there is a two-way exchange of information with parents on a daily basis with regard to children's routines and development. This helps staff to develop a good knowledge of the needs of children and to treat them individually.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- inform parents of all accidents or injuries sustained by the child whilst in the care of the providers (Safeguarding and promoting children's welfare). 17/12/2010

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

- develop all staff's knowledge of how to use observation and assessment

- effectively to plan the next steps in individual children's learning; this specifically refers to staff caring for children under the age of two years
- promote further the good health of children by improving the system of storing children's medicines safely.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding children. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They are also familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. Rigorous risk assessments are undertaken both inside and outside the provision to minimise hazards. Staff carry out daily safety checks to ensure that the furniture, equipment and toys are suitable and safe. Children adopt safe and responsible practices through visits from a fire officer and police officer and regular input from staff on any possible dangers in their everyday life. All children are protected from the spread of infection, since there is a good procedure in place to exclude those with infectious illnesses. However, the arrangements for storing medicines are not effective in fully promoting children's health.

Evaluation of the setting includes ongoing support from the local authority and listening carefully to the views of staff, who attend a wide range of relevant training courses. Parents' views are sought to evaluate and improve the services through verbal feedback. This leads to better outcomes for children. Parents and carers are kept well informed about their children's achievements and development through daily dairies, regular verbal feedback and bi-annual meetings. However, the system for sharing any accidents or injuries sustained by children is not consistently applied. This potentially puts children's health at risk. Parents are encouraged to take an active part in themed projects, trips and fun days.

The partnership with other providers, such as local schools, is effective in respect of promoting the continuity of children's learning and well-being. Staff liaise with external agencies or services to ensure children get the support they need. Children have their welfare needs met and achieve irrespective of their abilities or backgrounds. They are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year, including the Chinese New Year, Diwali, Easter and Christmas. Sufficient displays and resources are available depicting positive images of diversity. The staff endeavour to create a welcoming environment where children feel secure and demonstrate a sense of trust. Good organisation of resources provides free choice to encourage children's independence in initiating their own play.

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

Children are happy, enjoy coming to the setting and have a positive attitude to learning. Babies receive positive interaction from staff, who spend time talking to and playing with them. A key worker system ensures children are cared for by consistent staff. Consequently, children are confident in approaching staff about their needs. Staff who work with older children have a good understanding of implementing the Early Years Foundation Stage framework. Others, however, have a limited knowledge. Consequently, in respect of children under two, records of observation and assessment do not clearly identify children's achievements and their next steps in learning. This means they are not always sufficiently challenged to make progress towards the early learning goals.

Children extend their vocabulary by sharing their thoughts and experiences throughout the session. Staff interact with the children, engaging them in conversation and promoting their language and communication abilities well. During group activities, children show good listening skills and respond appropriately. Older children are taught some basic French. Good opportunities are provided for all children to make marks, to write for different purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. A range of texture experiences, including hand printing, pasta, jelly, shaving foam, natural materials and water and sand play, encourages children's talents. Children, including babies, use a good range of musical instruments and move their whole bodies in response to sounds they enjoy. In the summer, children grew vegetables and noted changes during growth. Observing and feeding birds in their outdoor play area and experiments with water, such as, what items sink or float, advance their understanding of the natural world and how things work. A selection of resources, including tools, interactive white board, computers, binoculars and electronic toys, gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives.

Children demonstrate a developing understanding of numbers and shapes through daily routines, number rhymes, flash cards and visual displays. Good opportunities are provided to exploit their simple calculation skills, for example enabling children to recognise different quantities and sizes, to count and to calculate. Staff put emphasis on children's physical development. Themed projects on healthy eating and regular sessions from a yoga teacher help children to learn about the benefits of regular exercise to keep fit. Access to the outdoor play area and the indoor soft play area and the use of physical play equipment promote children's coordination and spatial awareness. Children are engaged in activities requiring hand-eye coordination. They show increasing skill in the use of scissors and construction sets and in rolling, cutting, patting and twisting malleable materials.

Children adopt good personal hygiene routines, including washing hands before eating and after messy play and using the toilet. There is a relaxed atmosphere at mealtimes, and all enjoy freshly cooked meals and fresh fruits at snack times. Drinking water is readily accessible throughout the day.

The children have a sense of belonging. They learn social skills and enjoy being with adults and peers at the setting. They confidently make decisions in choosing resources and develop a sense of responsibility by packing these resources away when they have finished playing with them. Children are well-behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	3
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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