

# Parkend Nursery

Inspection report for early years provision

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**Unique reference number** EY311483  
**Inspection date** 13/01/2011  
**Inspector** ISP Inspection

**Setting address** Parkend School, Yorkley Road, Parkend, Lydney,  
Gloucestershire, GL15 4HL

**Telephone number** 01594 564495

**Email**

**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

Parkend Nursery is under private ownership and opened in 2005. It is situated in a designated building in the grounds of Parkend Primary School in the rural setting of the Forest of Dean in Gloucestershire. The enclosed outdoor space includes decked and hard surfaces and a garden for children's outside activities. The nursery is open each weekday from 8.30am to 5.30pm. There is a breakfast club from 8.30am to 8.55am and an after-school club from 3pm to 5.30pm for children from Parkend Primary School. The club is open to other children if parents are able to make their own transport arrangements.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children in the early years age group may attend the nursery at any one time. There are currently 37 children aged from two to under five years on roll, in part- and full-time places. There are four members of staff, all of whom hold appropriate play work and/or early years qualifications. The manager is working towards a further qualification at Level 6. The nursery operates according to the High Scope ethos and provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in all aspects of their learning and development. Significant emphasis is placed on meeting individual needs and ensuring that the activities and experiences provided are interesting and stimulating. Children's welfare is highly promoted through efficient organisation and comprehensive safety arrangements. Strategies to develop partnerships with parents and carers are a key strength and there is clear commitment to working in partnership with others, though this is currently less developed. The nursery's in-depth self-evaluation prioritises areas for further development that are swiftly acted upon resulting in a highly successful provision where children thrive and continuous development is assured.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing the support for children's welfare and learning by developing the regular flow of two-way information between all other providers offering them the Early Years Foundation Stage.

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

The staff team is highly cohesive and clearly demonstrates the management's commitment to equality of opportunity in employment. Comprehensive safeguarding arrangements are in place and each member of staff has a clear understanding of the issues to respond promptly if a child is at risk. All those working on the premises have the required suitability checks and close supervision adds to children's safety. Children's well-being is given a high priority. This means that the premises are entirely safe and secure and a highly effective risk assessment programme is implemented. An excellent routine that includes weekly forest school sessions ensures that children learn to keep themselves safe. Children's learning and development is promoted impressively. This is because the environment is particularly well planned to be highly accessible to children. For example, children confidently self-select toys of their choice, as these are all stored within their easy reach. Staff offer stimulating and challenging indoor and outdoor environments so that children have excellent opportunities to build on their development in all six areas of learning.

The staff fully promote equality of opportunity. As a result, children make outstanding progress in their understanding that, although everyone is different, all are just as important. Dynamic plans include diversity so that children have immediate access to a wealth of resources that reflects positive images of gender, age, disability and culture, including books, dolls and pictures. All staff are positive role models and the individual needs of children are given significant consideration when planning for an extensive range of activities.

Partnership working is firmly embedded in the staff's ethos. The wealth of strategies for sharing information with parents and close liaison established with most other settings attended by the children mean that staff are, overall, very well informed. By working closely with parents, the key person finds out as much as they can about children's individual needs before they start. They then adopt a child-centred approach and have an excellent awareness of where each child is in their learning to share this progress with parents. Families are actively encouraged to be involved in their children's learning, for example, through sharing 'wow' moments and attending 'stay and play' sessions. As a result, staff plan particularly well for individual children and ensure that they benefit from a cohesive and consistent approach. The adults' high aspirations for the nursery are reflected in their drive for continual improvement. They are always seeking ways to enhance children's play and learning experiences. Strong strategies for self-evaluation take high account of the views of parents, children and other professionals. Recommendations from the previous inspection are fully implemented regarding the signing of accident records and developing children's early literacy skills. The clear commitment to further training and the positive action taken to address many areas for improvement bring about sustained improvement to the excellent quality of the provision.

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

Children have outstanding support to progress in their learning in relation to their starting points. This is because all staff have a particularly well developed understanding of the Early Years Foundation Stage and of how different children learn. The planning cycle is highly effective as the key person closely observes each child's play and uses this on a daily and weekly basis to carefully plan for their next steps in learning. Consistent monitoring of the assessments clearly shows that children are well challenged to make as much progress as they can.

The staffs' interaction is highly appropriate at all times. They give children all the time they need to share their ideas and foster maximum involvement by encouraging their interests, however different. For example, a child's fascination with rhythm and a repeated catchphrase is outstandingly developed through skilful adult support; the all-absorbing drumming session expanded into a child-led, outdoor, music session in which many children gained through maximum concentration and extensive involvement. Children develop high levels of confidence and independence to initiate their own ideas. As a result, they are fully encouraged to be motivated and absorbed in their play. For example, when a group of children decided to paint, they chose and fetched all the protective clothing, materials and tools that they required, mixed their own colours and calmly explained to the supportive adult what they were creating.

The rich and stimulating learning environment is enhanced by many vibrant displays of the children's work and highly supports their progress towards every early learning goal. There is an excellent balance of child-led and adult-initiated activity that is tailored towards individual children's needs to maximise their focus and encourage them to be active learners. For example, when children wish to take photographs or explore computer programs, they are individually supported by attentive adults who maximise the use of this information technology to extend their learning. Children gain excellent skills for the future as they engage in extensive conversation, select their own mark-making materials and solve problems for themselves, for example, to construct complex models and build their own wheeled toys.

There is an excellent balance of indoor and outdoor opportunities that encourages children to be active learners. Children thrive as they choose to play in or out of doors throughout the day. Advantages of the rural setting are fully utilised to support children's learning. At first hand, they watch highlights of the seasons and are fascinated to investigate an extensive range of natural materials and animal habitats. For example, they notice that vegetables growing underneath a shady tree are less advanced than those in full sunlight. They regularly walk along the edge of a wood and recognise the animal prints that they find in the mud and grass.

Excellent arrangements are in place to promote children's welfare. Much thought and care is taken over transitions so that children settle gradually into the next stage with excellent support from their key person. Children enjoy being active and

learn about the benefits of energetic physical activity, for example, on the horizontal climbing wall. They understand and adopt healthy habits, such as consistent hygiene practices, and make healthy choices about what they eat and drink during the rolling snack-time. Staff give high priority to children learning about how to keep themselves safe to encourage their developing independence. Children are skilfully encouraged to tidy after themselves, to handle a range of equipment safely and to suggest the reasons when care is required. They are well supported to take risks in controlled circumstances, for example, during weekly forest school activities. The staff's positive strategies for managing behaviour are entirely effective and they work closely with parents to ensure a consistent approach. This means that, from an early age, children develop responsible behaviour that is effective for learning their own needs, and those of others. For example, young children learn to organise their own sharing of favourite toys and, as they become older, they support one another's activities and make friends.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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