

Parkview Day Nursery

Inspection report for early years provision

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| Unique reference number | 226982 |
| Inspection date | 25/01/2011 |
| Inspector | Jayne Rooke |

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| Setting address | 236 East Park Road, Leicester, Leicestershire, LE5 5FD |
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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

Park View Day nursery is one of four settings owned by Kiddycare Limited. The nursery was registered in 1989. It operates from a converted house in the Highfields area in Leicestershire. The nursery serves the local and surrounding areas, and has strong links with the nearby school and children's community groups. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.45 am until 6.00pm. Children are able to attend for a variety of sessions. A maximum of 45 children may attend the nursery at any one time. There are currently 53 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four year olds. There are systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of child care staff. All of these, hold appropriate early years qualifications. One member of staff holds Early Years Professional Status and another member of staff is working towards Early Years Professional Status. Of these one holds Qualified Teacher Status. The nursery receives support from the Local Authority and is involved in the Neighbourhood Nurseries Initiative and with Sure Start. The nursery is part of an early years pilot scheme for supporting children with additional needs.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in relation to their starting points because their care and learning needs are met exceptionally well, through highly effective practices. Staff create a fully inclusive environment where each child's individuality is highly respected and valued. The setting works very effectively with parents and the wider community to ensure that children's welfare is protected. Space and resources are used creatively to provide a stimulating range of exciting activities that inspire children to learn, and develop their self-help skills in most areas. The enthusiastic and dedicated staff and management team have a clear vision for the nursery. Systems to evaluate and improve practice are exceptional and result in a thriving and inspirational setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- developing further opportunities for children to practice and develop their independence and self-help skills.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted exceptionally well at all times. Robust recruitment and vetting procedures are regularly reviewed to ensure that all staff are suitable to work with children. Designated staff fully understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Staff are highly committed to ongoing professional development and hold high level qualifications in childcare and education. They actively seek out and engage in local authority accreditation projects to enhance their professional knowledge, and to advance children's development and learning.

Excellent links are forged with local schools and community childcare organisations to support and enhance children's well-being. The nursery team introduce innovative educational schemes into their practice to develop children's communication, speech and language. Staff work in close cooperation with various specialists to ensure that children with additional needs receive prompt and early intervention. Systems to support children and families learning English as an additional language are excellent. Visual aids, signs and symbols are used highly effectively to help children understand the routines of the day. Staff use key words in the children's home language to help individuals settle and to communicate with their parents. Several of the staff speak a range of languages which reflect the community that the setting serves. Consequently they are well placed to provide many opportunities for children to use their home language in their play.

The setting is very well-maintained and attractively presented to help children and adults feel welcome and included. Displays of photographs, children's work and age-appropriate resources create a child-friendly environment. Parents are fully informed of ongoing developments which enhance the nursery environment. Detailed information about the schedule of improvement works is prominently displayed to keep them up-to-date with completion targets. Current developments have significantly improved services for people with hearing and visual impairments and access to the premises for people with physical disabilities. A broad range of comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running of the nursery. A series of daily checks and thorough risk assessments are completed, indoors and outside, to minimise the likelihood of accidents.

Children are cared for in designated rooms which are specifically designed to meet their individual and changing needs. This provides excellent scope for children to be actively engaged in a range of exciting activities. As a result, older children confidently make choices about what they want to do. Babies can rest and sleep as part of their own routine, whilst others continue to play. Additional resources are

freely available in low-level storage cupboards, further enhancing children's ability to make choices and decisions for themselves. All children enjoy daily opportunities for outdoor play, benefiting from regular fresh air and physical activity. The inspirational outdoor play area invites children to continue in their creative and investigative play.

Children and their families receive excellent support from the staff and management team. Excellent communication systems between parents and each child's key worker enable children to feel safe and secure and to form close bonds. As a result, staff develop secure knowledge of the children in their group, enabling them to assess and plan for future learning. Children's individual interests, backgrounds and culture are fully considered when planning themes and projects, valuing diversity within the group.

The management has a clear sense of purpose. Highly effective self-review systems bring about positive improvements for children's welfare and learning. Together, the staff team identify key strengths and areas for development, and implement targeted action plans to bring about significant improvements. For example, the re-development of the outdoor area now promotes an increasing variety of learning opportunities to support all six areas of learning and development within the Early Years Foundation Stage.

Parents receive excellent information about the setting and their child's care which helps them to feel valued and included. This enables them to fully support their child's learning and development. They contribute relevant information to enable staff to care for children according to individual needs and in-line with parents' wishes. The views of children, parents, staff and other professional organisations are highly valued. Information obtained through discussion, meetings and questionnaires is reviewed and used to raise standards. This ensures continuous improvement for the benefit of the children. Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up-to-date with changes and are continually improving their skills.

The setting forms excellent relationships with other professionals and community groups to support children and their families. The nursery is frequently identified as a 'flagship setting' within the local authority area to demonstrate to others their excellent practice and provision.

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

All children make outstanding progress towards the early learning goals. Key worker staff skilfully monitor each child's progress through direct observation and discussion with parents and carers. They use the information obtained exceptionally well to inform future planning. Children's 'next steps in learning' is clearly identified from an early age, which ensures that their individual needs are quickly addressed. Consequently, children are actively engaged in activities and projects which significantly enhance their learning and development across all

areas of learning. For example, children are offered excellent levels of challenge during their creative play. They use small tools and equipment to paint and draw such as stencils to create a range of shapes. Children are encouraged to relate what they see and do to their everyday environment, creating pictures of their own house using recognisable shapes. Their knowledge and understanding of colour, shape and number is further extended through discussion and other practical activities.

Older children make independent choices in their play. They freely choose to use the computer and self-manage timed turns. This helps them to develop a sense of time and take responsibility to move on to another activity when it is someone else's turn. Resources are bright and interesting. A wide range of toys and equipment is readily accessible and labelled with pictures and written words. The low level paint dryer enables children to place their paintings in a safe place to dry. This further encourages children to self-select and make their own choices and decisions. Children concentrate on self-chosen tasks for long periods of time and confidently seek out adult support when needed. Staff offer children comfort and reassurance and intervene sensitively to enable children to feel safe and to learn how to share and take turns.

Children are active learners and are developing their critical thinking. Younger children show fascination and interest as they learn 'all about me'. They express excitement as they look at themselves in the mirror and identify their own features such as the colour of their hair and eyes. They move their bodies in different ways as they check their reflection in the mirror. Staff skilfully encourage children to compare the features of other people's eyes and hair that are similar and different to their own. This helps children develop a strong sense of self as they recognise their different skin tone and eye colour. They use mathematical terms in their everyday language and experiences as they compare the size, shape and length of each others hair.

Children enjoy looking at books together and talk with adults about different textures. They look at and touch objects which are smooth, shiny, soft and spongy. Babies use simple tools and equipment in their investigative play to manipulate spaghetti strings. Staff are sensitive to the needs and feelings of children who show uncertainty when experiencing new things, offering them close and reassuring support. This helps babies and young children to develop their sensory awareness and to overcome their fears within a safe and supportive environment. Children are actively engaged in activities and games which help them to work out how things work and fix together. They operate computers and simple technology equipment in their everyday play. They meet and greet others arriving at the nursery and develop a strong sense of respect for diverse communities. Children with additional needs receive excellent support, which enables them to transfer smoothly between different areas and activities. Photographs, pictures and written labels are used very effectively to enhance children's sense of belonging and confidence. This provides a fully inclusive environment.

Children are keen to contribute to the routines of the day. They become very independent in their self-help skills, dressing themselves for outdoor play and

taking care of their personal hygiene routines. They follow instructions and show initiative from an early age, as they set out the tables for lunch and correctly identify children's individual bedding at sleep time. Although, further opportunities for children to practice and develop their independence and self-help skills during meal times are not always fully extended.

Children develop positive relationships and behave in ways that are safe for themselves and others because staff act as strong and positive role models. They speak kindly to the children and offer high levels of support and reassurance at all times. Safety rules are displayed at child height, in picture and written form so that they can be easily understood by all children. Staff make excellent use of visual prompts and sign language to encourage children to prepare for their next activity. Children are highly praised for their 'good' looking, listening, sitting and thinking as they enthusiastically engage in stories, rhymes and songs.

The inspirational outdoor play area is used very effectively to extend children's learning in small groups. The garden is divided into different areas to incorporate creative, imaginative, investigative, sensory and physical play. The nature garden creates a superb space where children can investigate and explore living things. The vegetable plot enables children to take part in planting and growing activities, which promotes their healthy growth and development. Cosy areas are accessible and inviting, encouraging children to take an interest in stories, rhymes and music. Interactive equipment and displays significantly enhance all aspects of children's learning and development. Large and small wheeled toys and climbing equipment is freely accessible so that children can develop their physical skills, balance and coordination. Soft floor covering and artificial grass makes the area attractive and inviting and enables children to take part in robust play safely.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 1 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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

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| 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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