

Park Day Nursery & Pre-School LTD

Inspection report for early years provision

Unique reference number

EY358986

Inspection date

13/04/2011

Inspector

Lynn Reeves

Setting address

Crofton Community Centre, Stubbington Lane, FAREHAM,
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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 Day Nursery and Pre-school is a limited company. Although the provision has been registered to operate since 1990, it was required to re-register in 2007 due to the ownership status changing. The provision operates from rooms within the Crofton Community Centre, Stubbington, Fareham. All children share access to a secure, enclosed outdoor play area. A maximum of 40 children under eight years may attend the provision at any one time. There are currently 55 children on roll, 22 of whom are in receipt of funded nursery education. There are 11 staff, including the two managers and the director. Nine staff hold Level 3 qualifications and two are working towards a childcare qualification. The provision is open from 7.30am to 6.00pm Monday to Friday, for 51 weeks of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and enjoy a variety of experiences within the well organised environment. Staff plan activities that are fun and interesting and are skilled at ensuring all children can take part, whatever their stage of development or background. Children demonstrate high levels of confidence and an enthusiasm to learn. The nursery has good partnerships with parents of children who attend, which ensures that staff are able to identify children's individual needs. Most policies and procedures are implemented effectively. The setting has addressed the previous recommendations and the good reflective practise and efficient communication between management and staff ensures continual improvements are made for the benefit of the children.

What steps need to be taken to improve provision further?

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

- further develop opportunities for children to experiment and explore their own ideas and creativity across the whole of the nursery
- further promote children's hygiene taking particular regard to keeping children's noses clean

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted by the high standard of record-keeping, documentation and good support by the staff. Policies and procedures are implemented effectively to safeguard children. All staff have an awareness of safeguarding issues and quickly and efficiently act on any concerns they may have

regarding the children in their care. The ongoing suitability of all staff is monitored through practice observations, training opportunities and appraisals. All new staff are required to complete a thorough induction programme, ensuring everyone is fully aware of how the setting works and the expectations of the management team. Well written risk assessments of the setting mean that children can move around in a safe, secure environment, where hazards have been minimised. The nursery has CCTV monitors and good procedures to ensure all visitors to the site sign in and out. Key pads to the individual rooms prevent any unknown visitor gaining access. The management and staff continually evaluate their practice of what they do well and what needs to improve.

Most of the staff are qualified or working towards an early years qualification and have good knowledge of the Early Years Foundation Stage and the early learning goals, this ensures the children progress well in all areas of their learning. Staff deployment is very good, ensuring all children are fully supervised and receive support and encouragement throughout the day. The nursery welcomes all children and is able to provide support for children with special educational needs and/or disabilities and those who are learning English as an additional language. Effective multi-agency working, the sharing of information with parents and the uptake of training opportunities ensures good outcomes for all children. Staff have a good understanding of the children's individual needs and backgrounds ensuring they are able to meet their needs at all times.

The nursery is light, bright and colourful and very welcoming to both children and their parents. Examples, of children's artwork and creations are displayed, developing their sense of belonging and achievement. The children have access to the resources and materials within their own base rooms that are suitable for their age and stage of development. The equipment is stored at a low level and labeled to encourage the children to make their own choices. Management and staff deploy the extensive range of resources effectively to enable all children to take part in all activities. However, planned activities in the Tweenie room tends to be adult led and prevent young children exploring their own ideas and creativity.

The setting communicates well with all parents, enabling them to work together in partnership. Staff spend time getting to know the children and their families before they start attending and they discuss and record the children's welfare requirements in detail. Records include information about the children's favourite things, sleep routines, dietary requirements and any medical, cultural or religious needs. Parents are provided with information displayed on a notice board, through consultation, questionnaires, a suggestion box and regular newsletters. The key workers make themselves available to talk to parents or appointments can be made. Parents have access to their child's learning journals on request or they have the opportunity to read and make comment on these when they are sent home every term. The setting had good links with the schools and other professionals and provides a written 'transition' record for schools when children leave.

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

Children play and learn in an exciting, stimulating and productive environment. Children are highly motivated, confident and purposeful in their play. For example, some children organise themselves preparing a tea party; inviting the adults into their play. They find the plastic cups, plates and food and give out instructions not to start eating until everyone is seated. They talk about the various foods and which ones are good for you to eat and use their imagination well as they prepare cups of tea and blackcurrant juice with chocolate sprinkles. Others enjoy just scribbling on paper, drawing pictures or cutting things out and some attempt to write their names as they use a range of mark making equipment. Children enjoy listening to stories, pointing to some of the characters as the staff member turns the pages, whilst some children enjoy reading to themselves and handle the books with care.

Staff spend time observing the children at play and record what they can do. They collate the information to identify the children's individual next learning steps and plan a wide range of activities and experiences to ensure they continue to make consistent progress, promoting their learning and development successfully. Experienced staff understand that some children prefer to be outdoor learners and so they include a full range of interesting learning opportunities outside, such as sand and water play, mark making materials, construction toys and group games. The children benefit immensely from the play opportunities to bend, stretch, touch their toes and practice push ups as they play with the outdoor dice game. The children thoroughly enjoy playing and climbing on the newly erected wooden pirate ship and some demonstrate good spatial awareness as they ride their sit on toys around the garden. Children demonstrate good skills working the mouse on the computer, confidently changing the programmes. The children are beginning to learn to interact well with both adults and their peers and benefit from the support provided by staff who are excellent role models.

Most activities are child led and are an extension of what the children talk about and decide they want to do. For example, recently a child had been site seeing in London and talked about his experiences to his friends. The staff acted on this and found some photographs and pictures of the landmarks he visited so the other children could talk about places of interest. There is a calm atmosphere in the nursery and children remain busy, moving from one activity to another, indoors and outdoors. Children behave extremely well and are polite and kind to both their peers and adults. They all respond well to the frequent praise and encouragement they receive from staff. Children learn to value themselves and respect differences in others as they talk about how other children live or learn about festivals celebrated in other countries. They enjoy planting things in the garden, trying new foods and playing with the resources that reflect diversity such as the dressing up clothes, ethnic figures and musical instruments. The children have opportunities to learn about other people and those that help them as they have visits and outings to the local schools, the village shops, the library, doctors and dentist.

Staff in all the play rooms are attentive and respond well to the children's needs,

asking open-ended questions to challenge the children's thinking and providing additional resources to extend their ideas. All children have the opportunity to explore and experiment during their time at the setting. For example, in the baby room they enjoy playing with the sand and water, pouring the contents from one jug into another; they laugh, babble and clap as the staff sing to them and receive lots of attentive cuddles when they are tired. The 'Tweenies' have spent time making some Easter boxes to take home; they have coloured in the chickens and used tissue paper to line the boxes ready for the chocolate eggs and home made cakes they will be making.

Children demonstrate good levels of independence, selecting what resources they want to play with and serving themselves at snack time and attempting to put on their own coats and shoes. Children with additional needs, or who have English as an additional language are identified and well supported both within the setting and by calling upon external professional help. Children build very positive attitudes to learning, by enthusiastically engaging with the equipment and resources which they use imaginatively and experimentally. Children's language and vocabulary is developed as they interact with staff and one another. All the adults speak very respectfully to the children, explaining clearly and carefully what is required of them, and encouraging politeness and good manners in return. The consistent rules and boundaries implemented by staff are effective and children learn the sound basics of good behaviour by being reminded of the nursery's golden rules.

Children are aided in keeping themselves safe and healthy. Most children have free flow access to the outdoor area, though this is optional and they can stay inside if they wish to. The babies are carried outdoors several times a day to benefit from fresh air and physical development. The children practise regular fire drills and staff regularly model behaviour, for example, demonstrating what might happen if they leave their chair out instead of tucking it under the table and making children think about the consequences of their actions. Staff implement good hygiene procedures across most of the nursery to help prevent the possible spread of infection. For example, each child who needs a rest has individual, clearly labelled bedding and staff wear disposable gloves and aprons and ensure the whole nappy changing area is clean. Children wash their hands after visiting the toilet and before eating and talk about the importance of washing away the germs, however, some of the children walk around with dirty noses for some time before staff intervene and prompt the use of tissues. Healthy eating is actively encouraged and parents are requested to provide their children with healthy lunch boxes. The nursery provides a breakfast and an afternoon tea and the children have many opportunities to try different types of fresh fruit and vegetables at snack times. All staff are fully aware of children's dietary needs to ensure personal requirements are known to all who prepare and serve food.

Children enjoy their time at nursery, building warm and friendly relationships with one another as well as the adults around them. They volunteer to be little helpers to prepare the snacks and lay the tables and help with tidying things away. The children are confident and articulate, able to express their needs and feelings and ask questions. They are able to direct their own learning, experimenting and

solving problems as they use the resources and interact with their surroundings.

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	2
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

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