

# Green Park Day Nursery

Inspection report for early years provision

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**Unique reference number** EY272163  
**Inspection date** 15/08/2011  
**Inspector** Sylvia Cornock

**Setting address** Green Park, Stocks Lane, Penketh, Warrington, Cheshire,  
WA5 2RW

**Telephone number** 01925 790222

**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*.

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## Description of the setting

Green Park Day Nursery opened in 2003. It is owned by Abbeystore Limited. It operates from a two-storey, purpose-built premises in the Penketh area of Warrington. All children share access to a secure enclosed outdoor play area. The nursery serves the local community and wider area. The nursery is open each weekday from 7.30am to 6pm. The nursery is open for 51 weeks of the year.

A maximum of 96 children in the early years age range may attend the nursery at any one time. Of these, not more than 24 may be under two years. There are currently 85 children on roll. The nursery is in receipt of funding for early education. The nursery currently supports children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register.

There are 24 members of staff, including the manager, who work directly with the children. The manager holds Early Years Professional Status, five staff hold an level 4 qualification, three of whom are currently undertaking a degree course in childcare, and 18 staff members hold National Vocational Qualification Level 3.

The setting is supported by the local authority and is a member of The National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded because staff are extremely professional and endeavour to maintain the highest possible standards of care and education. Children are valued as unique individuals and inclusive practice is a key strength within the setting. They make outstanding progress within the Early Years Foundation Stage and participate in an extensive range of highly enjoyable activities. The setting has addressed the four recommendations from the last inspection and demonstrates an excellent capacity to improve, having implemented a significant number of positive changes. The management team, in consultation with staff, parents, carers and children are constantly reflecting upon their practice and identifying further areas for improvement. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals.

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

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

- offering different tools, techniques or materials when the available tools are inadequate to achieve the desired effects.

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

The extremely strong management team ensure the safety and welfare of children are given high priority throughout the setting. Highly effective recruitment, employment and induction procedures are in place to protect children. Staff have an excellent knowledge and understanding of safeguarding through training and comprehensive policies and procedures. The whole staff team is enthusiastic and highly motivated towards providing excellent quality care and education for children. This is demonstrated through the high standards of qualifications and their desire to attend further courses. Staff have great enthusiasm and show an outstanding commitment towards their involvement in the self-evaluation process in order to bring about continuous improvement. Consequently, they work highly effectively as a team because they feel valued, supported and exceptionally well involved with the setting.

The organisation and management of the setting is exemplary, with the focus always on helping children to make outstanding progress and promoting their welfare. For example, robust risk assessments are completed for all outings to ensure children's safety, and extensive daily risk assessments and safety checklists are undertaken to ensure that the environment is always safe, clean and fit for use. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an excellent knowledge and understanding of individual children, and as a result their needs are extremely well met. Children with special educational needs and/or disabilities are extremely well supported through the staff's exceptional liaison with other professionals, parents and carers. Excellent systems are in place to work alongside the reception class teacher, other settings and carers to ensure the progression, continuity of learning and smooth transition of children. Staff keep extensive daily records of children's progress and make detailed activity plans to ensure the six areas of learning are providing a stimulating and dynamic environment, both inside and outside. As a result, children's interests are captivated and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve.

Partnership with parents and carers is exceptional as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions and the completion of the child's daily record book. Staff offer outstanding support and guidance to enable parents and carers to effectively be involved in their child's learning and achievements. Displayed information, children's artwork and informative 'learning journeys' clearly display to parents the exceptionally high quality care and education that is offered. Parents and carers comment on how valuable they find this and their appreciation of the staff's commitment and support to them and their child's welfare and education.

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

The learning environment provided by the staff is superb as they interact with children to support their learning and enjoyment. Their levels of achievement are excellent in relation to their starting points and capabilities. Staff greet the children into the nursery with a warm and welcoming smile, and as a result all children feel secure, confident and at home. Staff organise the space and excellent range of resources within the indoor and outdoor areas with great skill, offering an extremely wide choice of experiences and interests. This ensures that children receive an extremely rich and stimulating play experience with a well balanced mix of adult-led and child-initiated play. As a result, children make significant gains in their learning and development.

Children are making outstanding progress in their personal, social and emotional development because staff make excellent use of praise and confidence building. They are highly effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. They provide excellent resources to enhance children's development of communication, language and literacy skills. Children enjoy reading as they freely access an extensive selection of books and have a great understanding of letters and sounds. They are extremely competent in problem solving as they recognise numbers and shapes in matching games. All children and babies demonstrate excellent listening and concentration skills as they come together for storytime, sing songs and rhymes.

Children's creativity is supported through excellent access to a substantial range of role play equipment and construction toys and an extensive range of media, such as, chalks, paint, sand, water and dough. They enjoy extensive opportunities to design and make objects using recycled materials. However, the use of different tools when available tools are inadequate to achieve the desired effects is less well developed. Staff take every opportunity to develop children's technology, problem solving and mathematical skills through counting in many everyday situations and using the computer. All children enjoy and have great fun in the vibrant and stimulating outdoor areas, especially water play and climbing and balancing on the obstacle course they have designed out of crates. Many of the outdoor activities are also available indoors, giving them free choice of indoor or outdoor play.

Children's welfare is promoted by the staff to a consistently high level. For example, the promotion of healthy eating is outstanding because staff provide children with an extensive understanding of which foods and drinks are good for them through the healthy and nutritious snacks and meals provided. Children know how to adopt good personal hygiene as they use the toilet and wash their hands. They practise how to stay safe in an emergency as they take part in evacuating the building. The setting focuses heavily on promoting the children's emotional and physical health and cultural diversity. They embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals and have an excellent understanding of helping others as they fundraise to support a number of charities. Staff blend daily routines and activities expertly together so

that children acquire competency, confidence and independence in all areas. As a result, children exhibit excellent skills for the future.

## 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	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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### 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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