

# Parrock House Day Nursery

Inspection report for early years provision

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EY343343

**Inspection date**

11/11/2011

**Inspector**

Jennifer Kennaugh

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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

Parrock House Day Nursery was registered in 2007 and is situated in Barrowford, Lancashire, close to main road and motorway links. The nursery operates from a purposely-designed building, which includes five playrooms. Three rooms on the ground floor are used by the older children and an additional room accommodates children under two years. The younger babies use a room on the first floor. There is access to three enclosed outdoor play areas, and there is a large parking area in the grounds. The nursery serves the local and wider community. It is open each weekday from 7.30am until 6pm, for 51 weeks of the year.

The nursery is registered on the Early Years Register to care for 36 children under five years at any one time. Currently, there are 54 children attending the nursery throughout the week for a variety of sessions. The nursery employs 12 staff, of which 10 have relevant level 3 qualifications and two have qualified teacher status. One member of staff has Early Years Professional status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes children's welfare and development well and effective systems are in place to ensure that all children's individual needs are met. Staff display good knowledge of the Early Years Foundation Stage so that children experience positive outcomes in learning and development. As a result, children are very happy and secure in the inclusive and welcoming environment. Parents are consulted and kept well informed of children's care, routine and learning. Effective links formed with other agencies promote continuity of care and education. The setting demonstrates a purposeful approach to continuous improvement although some paperwork related to premises needs to be maintained and parents do not contribute to children's learning records beyond initial information.

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

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

- record details of fire evacuations drills in a fire log book with any problems encountered and how they were resolved
- devise opportunities for parents or carers to contribute to children's learning records.

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

Children are safeguarded and well protected in the setting because staff have effective procedures in place to manage concerns about children in their care, and have received comprehensive training. Staff are appropriately vetted as suitable to work with young children. Risk assessments are thorough and lead to good practical measures being used to ensure children can move safely and freely in the setting. However, records are not kept of fire evacuation practises, so it is not clear how familiar children would be with the procedure in the event of an emergency.

Resources and space are exceptionally well organised and as a result, children and babies are able to develop independence skills by freely accessing many toys and activities in all areas. Staff roles are clearly defined for physical areas of the setting and specific areas of practice like liaison with parents. This means that organisation is very good because all staff are aware of what they should be doing to improve outcomes for children. Regular staff appraisal is used to identify training needs and motivation is good, because staff are encouraged to pursue training such as foundation degrees to enhance outcomes for children.

The setting has clear priorities to develop its provision. This includes extending the use of 'thinking boxes' in all rooms to provide comprehensive multi-sensory experiences across the six areas of learning. All recommendations from the previous inspection have been addressed, to enhance welfare and development.

Parents' views are sought and used to develop provision, for example, when parents suggested that the 'All About Me' booklet should be regularly updated. Parents also asked to have progress meetings with key workers at collection times rather than at formal parents' evenings. Initial information obtained from parents is detailed and used to inform planning and settling in. However, ways for parents to contribute to children's learning records are not in place so learning away from the setting is not yet recorded for use by key workers. Older children's views are sought using open-ended questions with key workers to give them a voice in the setting. At transition times, staff from local schools visit the setting to observe children moving on, and information is passed on for continuity of care and learning.

Thorough policies and procedures are in place to meet individual needs. There are effective procedures to provide for additional needs, by the use of care plan books which can be shared with other professionals to inform them of how the setting adapts its provision to include the child.

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

Children handle simple implements and materials, such as paintbrushes or modelling clay safely. They are confident and readily approach staff to

communicate a need or a want, showing that they feel safe. Babies are content, settled and curious about their environment, showing similar confidence. Good practical safety measures include only the manager or deputy releasing children to parents or carers to prevent children being taken without being signed out, and the use of passwords if an adult unfamiliar to the setting collects.

Children show an awareness of how to stay safe and are involved in writing the rules of behaviour for the setting each September, to help them make a positive contribution to their care. Behaviour is good and staff foster awareness of others by incorporating this into play, such as when they talk about which new cups they each like in the role play kitchen. Children have opportunities to learn about different cultures and festivals through craft, food and stories, to promote acceptance of diversity.

Children who are ready to use the downstairs provision enjoy daily outdoor play sessions. Two-year-olds have their own soft surface yard, in which they can play safely with wheeled toys and a play house. Older children delight in their outdoor play, accessing a large wooden climbing frame with a slide a few at a time to maintain safety. A fence divides this from the main play area, where they can build with life size foam copies of house bricks or play snakes and ladders using a large mat. The market stall style 'messy' areas contain sand, shaving foam and pasta for children to investigate and use in creative play. Children practise balancing on plastic blocks, to develop whole body control. Books are placed in the wooden play house so that children can sit quietly to look at them, extending early literacy skills. A large chalkboard enables them to practise mark-making. Dressing-up clothes and soft toys provide opportunities for children to engage in creative play.

At circle times, staff use song, action and rhyme to teach everyday knowledge such as days of the week and the months. They also help children to identify who is present and who is away from nursery, developing awareness of others. Babies have access to a wide range of textures to encourage them to explore their environment and toys. Staff consistently engage in sustained interaction with babies and children, to extend communications skills and there is a comprehensive system for observations to be used for individual planning. Children have access to a range of information and communication technology, including tough digital cameras, a computer and a programmable robot to form the basis for skills in this area.

Children have an exemplary understanding of what contributes to a healthy lifestyle and some can talk about why fruit is good for them and why hand washing is important. Staff encourage children to try new tastes using reward charts, if they are reluctant eaters so that children improve outcomes for staying healthy.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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