

The Park Private Day Nursery

Inspection report for early years provision

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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*.

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

The Park Private Day Nursery is one of four nurseries run by Domalo Ltd. It opened in 1998 and operates from a large Victorian house which is on three floors. Children are accommodated currently on the ground and first floor. It is situated in the Werneth area of Oldham. The nursery is open each weekday from 7.30am to 6pm for 49 weeks of the year. There is also a provision for out of school care and a holiday scheme. Children have access to two enclosed play areas.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 111 children may attend at any one time, of which no more than 97 may be in the early years age group and of these no more than 30 may be under two. There are currently 58 children on roll. The nursery supports children who speak English as an additional language. There are 10 members of staff who hold appropriate level 2 and level 3 qualifications. The manager holds an early years degree and the deputy manager is qualified to level 5.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and inclusive setting where their needs are mainly appropriately met. A range of suitable learning opportunities are generally planned so children make steady progress in their learning and development. Policies and procedures are in place. However, staff who accompany children on outings do not always hold current first aid certificates. Risk assessments are carried out for most aspects of the nursery, but these do not cover all hazards with which children may come into contact. Partnerships with parents are mostly positive and supportive. The nursery's new management team has begun to engage in the self-evaluation process and implement improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take steps to ensure that hazards to children both, indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment) 16/12/2011
- ensure that there is always at least one person on outings who has a current paediatric first aid certificate. (Safeguarding and promoting children's welfare) 16/12/2011

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

- extend the observation and planning process to fully include children's learning in the outdoor environment
- find ways to provide information which will help parents support their children's learning at home.

The effectiveness of leadership and management of the early years provision

The nursery has required policies and procedures in place and these are shared with staff and parents. Staff have a sound knowledge of safeguarding and know the signs to look out for and how to report concerns about children's welfare. Recruitment procedures ensure that staff are appropriately checked and vetted. Five members of staff hold current paediatric first aid certificates. This means there is always someone on the premises to respond appropriately to minor accidents and illnesses which are recorded in accident books. However, staff members who take children off the premises do not always have current first aid qualifications so children are not protected in case of emergencies. The premises is kept secure through carefully kept registers and generally suitable entry systems. Risk assessments are carried out and updated, but these do not include measures to prevent children accessing inappropriate areas of the nursery such as the kitchen and entrance foyer. Consequently, children's safety is not fully protected.

Recent changes to the nursery management team have resulted in the completion of a self-evaluation form and the implementation of action plans. Areas for improvement have been identified which include reviewing policies and procedures and developing the provision for learning outdoors. Resources and equipment in both nursery rooms are deployed creatively to ensure children have interesting and attractive spaces in which to play. Staff are supported by knowledgeable room leaders who help them to develop and improve practice. This means there is the necessary capacity to continue improvement to the nursery provision.

Parents are welcomed into the setting and get to know their child's key person. They share information about routines and dietary needs when their child starts nursery so staff are able to support children's well-being appropriately. For example, they encourage food from home while children get used to new tastes at nursery. This communication is continued through daily diaries, regular discussions and parents' evenings. Although parents are able to find out about their children's progress, they are not given sufficient information to enable them to fully support their child's learning at home. The nursery utilises expertise from the local authority and other professionals to work in partnership when they have concerns about children's learning or development. They liaise closely with parents to enable the inclusion of each child. Children from a variety of ethnic backgrounds attend the nursery and additional languages are appropriately supported by bilingual staff when necessary. The festivals and customs of all children are celebrated regularly in the nursery.

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

Children are settled and independent in the nursery. They build close relationships with their key person and other adults. Staff have sufficient knowledge of the Early Years Foundation Stage and are supported well by the room leaders. Children make steady progress because opportunities and activities are provided, which are generally appropriate to children's ages and stages of development. The assessment and planning process has been recently updated. This ensures that children's individual learning is observed and their needs and interests are reflected in the activities provided. For example, staff respond to children's excitement about a current film by providing a winter landscape for penguins and polar bears using flour and polystyrene icebergs. However, activities in the outdoor area are not yet fully part of this planning process and so are not always matched to children's interests and needs.

Children are becoming agile and co-ordinated because they are encouraged to be active outdoors daily, playing circle games and clambering on the climbing net. Opportunities to create paintings and collages mean children's imagination and creativity is developed. Children acquire problem-solving skills as they complete jigsaws and use puzzle programmes on the computer. They recognise how many toys they have and use number displays to recognise numerals. Reading and writing skills are learnt as they copy their names and join in with group phonics sessions. Babies are supported sensitively by staff as they explore their surroundings and investigate appropriate toys. Toddlers develop an understanding of their own experiences from home by pretending to cook in the play kitchen. Consequently, children make progress in most areas of their learning and development.

Children health and well-being are promoted appropriately. This is because they are provided with healthy menus cooked in the nursery, which take into account their different dietary needs. Staff talk to them about what they are eating and encourage them to try new foods. Suitable hygiene routines are learnt as they are taken to wash hands before snack or meal times. Young children's sleep and care routines are provided for and shared with parents on a daily sheet. Children in the nursery generally behave appropriately. Adults remind children to play carefully with their friends, which helps them develop their social skills. For example, a child is helped to share by giving one of their dinosaurs to another child so they each have one with which to play. Children are reminded to be safe when using scissors or cutlery. They take part in fire drills. This means they are learning to keep themselves safe.

Children develop independence and self-esteem as they are encouraged to access resources themselves and to ask staff for assistance if necessary. For example, children are reminded to ask for help to print their picture from the computer. Praise for children when they help staff to tidy up promotes positive behaviour. Children learn about how they are different and similar to each other. For example, they mix different colours and choose what shade they need to paint the skin tones on their picture. Therefore, children are developing the skills they need to

support their future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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