

# Parklands Private Day Nursery

Broad Lane, Southdene, Kirkby, Liverpool, L32 6QG

<b>Inspection date</b>	04/12/2012
Previous inspection date	24/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- All the staff team have a good knowledge of the Statutory Framework for the Early Years Foundation Stage and plan a wide range of activities to promote children's learning.
- The manager and directors are committed to quality improvement and the development of the staff to support children's learning. They carry out regular meetings at all levels to ensure staff have the support they need.
- Children are engaged and happy to learn in a friendly environment. They show good levels of independence and communicate enthusiastically with staff.
- Relationships between staff and parents are good and parents feel that they are kept fully informed about their child's progress.

### It is not yet outstanding because

- Children's engagement in learning is sometimes interrupted by routine daily activities.
- The outdoor resources were not fully utilised to encourage children to engage in activities across all areas of learning and development.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed a variety of activities throughout the day in the baby, toddler and pre-school rooms.
- The inspector held discussions with the staff, manager and directors about how children's learning is promoted within the setting.
- The inspector spoke to a number of parents about their experience of the setting.

## Inspector

Neil Butler

## Full Report

### Information about the setting

Parklands Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Southdene area of Kirkby and is managed by Parklands Private Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 22 staff. All childcare staff hold appropriate early years qualifications; 18 at level 3, two at level 2 and one has qualified teacher status. Two members of staff

are in the process of completing a foundation degree in Early Years Leadership and Practice. A cook is employed to prepare fresh meals daily.

The nursery opens Monday to Friday all-year-round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 115 children attending. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- foster children's deeper learning through giving them the opportunity to bring their own activities to a natural conclusion
- continue to develop outdoor resources and use those resources to encourage children's learning across all areas.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are busy and have fun as they learn within the bright, stimulating and well-resourced nursery environment. Staff have worked hard to ensure that their systems for observation, assessment and planning reflect the revised Early Years Foundation Stage framework and clearly identify next steps for children's learning, that are immediately used to inform planned activities.

Staff regularly share information about children's progress with parents who are complimentary about the progress their children are making. They feel they are fully informed as to their children's progress and are involved in their development.

Staff observe children closely and children's individual development files clearly show the good progress they make in all areas of learning. Staff are able to describe how they intend to support children in reaching these steps, through their interactions and planning of activities. Individual targets are clearly identified in the room planning documents. The majority of staff use their secure knowledge of their key children and how children learn to interact skilfully with them during adult and child-led activities. Children become confident communicators because staff fully encourage their participation in activities and value their contributions. Activities that children are thoroughly engaged in are sometimes interrupted

by staff giving children less opportunity to bring their activity to a natural conclusion.

Staff are sensitive to babies' non-verbal communications and respond positively to their babbling and appeals for comfort and reassurance when choosing activities. The nursery works closely with speech and language therapists and uses visual prompts and sign language to support children who are non-verbal, have additional needs, or English as an additional language. Dedicated plans help these children make excellent progress in relation to their starting points.

Staff support younger children in acquiring new vocabulary as they encourage them to identify jungle animals and discuss the sounds they make. Older children are enthusiastic in talking to adults and their peers throughout the day and particularly at lunch times when there is involved discussion about families, plans for what they will do over the weekend and what they could do bring these activities in to nursery. Some older children are developing very good early writing and literacy skills and have free access to a selection of books and writing materials in the book and writing areas. In the computer area, a white board is used to great effect by a group of children who discuss and cooperate to solve puzzles. However, resources to further enhance such activities are not consistently available outdoors.

Staff are skilled at promoting children's understanding of sounds and letters through rhyme and music sessions led by a qualified teacher. These form part of planned daily events that help prepare older children for their transition to school.

### **The contribution of the early years provision to the well-being of children**

An inviting, welcoming and well-resourced environment, in all the rooms promotes children's development and well-being. The outdoor area is large and contains a variety of levels and textured surfaces for children but there is scope for additional resources to support learning.

Children develop good large muscle skills and coordination through activities indoors and outdoors and have free access to the outdoor space for prolonged periods of the day. Very young children become skilled in using the large, low-level climbing frame to crawl, climb and safely negotiate ramps and steps.

Children choose from a wide range of experiences that help support and develop their growing independence and cooperation. For example, the pre-school can choose from and operate a variety of technological devices including a white board which encourages them to cooperate and negotiate when solving puzzles. Babies and younger children are encouraged to explore their senses and physical development with a wide range of sensory experiences ranging from paint and glitter, to toys with lights and sounds.

All children behave well, treat others with care and respect and show a strong sense of belonging and security within the setting. All the children interact confidently with all staff members, as well as their key person. For example, babies, who are learning to make marks with paint seek reassurance from all staff that it is alright for them to do this and

are reassured by the staff member's obvious delight in their achievements. Pre-school children enjoy conversations with the staff and are confident to make their needs known, particularly at meal times, which staff use sensitively to explore children's emotions and their sense of their place in the world around them.

Children are given clear messages to ensure that they develop a good understanding of a healthy lifestyle, through good hygiene routines, the importance of physical exercise and the discussion of healthy food to make them 'big and strong'. Freshly cooked meals on the premises are provided daily and children's dietary needs are fully met through discussions with parents.

Staff make regular assessments of children's well-being and take steps to deal with any issues they may have. They work hard to maintain this well-being by sensitively handling transitions, throughout the nursery and to other settings, by ensuring plenty of visits and sharing information about a child's likes and dislikes.

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

Children's safety and protection is assured because the directors and manager have a secure knowledge and understanding of safeguarding. Initial safeguarding training as part of the staff induction process ensures that all staff have a good knowledge of child protection issues and the procedure to follow should a concern arise. This is reinforced at regular intervals through both external and in-house training. The use of a fingerprint recognition entry system further supports children's safety.

Children's care, welfare and learning are enhanced by the committed and caring way the setting is led and managed. An effective and well-established programme of professional development is helping staff to improve their knowledge, understanding and practice. This, along with regular supervision from both managers and directors, team meetings and one-to-one support mean that the management team is continually informed of children's progress. This means that children are well supported to work towards the early learning goals. The setting is committed to working in partnership with other providers and external agencies to ensure that all children and families are given the support, which they need.

Views about the setting are sought and valued through questionnaires and continual dialogue. These views and those of the staff, feed into the setting's self-evaluation process, which is used to effectively identify areas for continuous improvement.

Parents spoken to were highly complimentary of the staff and setting with comments, such as 'a fantastic nursery, I couldn't ask for more' and 'I wouldn't come anywhere else, they work really hard on my child's speech and language issues'. The manager, room leaders and qualified teacher continuously monitor the learning programme to ensure that the experiences and activities on offer support children to progress well through their learning and developmental stages. An example of this comes from having identified gaps within the older children's opportunity to investigate concepts, such as solids, liquids,

melting and dissolving resulted in the introduction of an investigation area that the children showed great delight in exploring.

Regular support meetings for staff ensure that planning and assessment is consistent and supports children's needs, particularly with regard to plans developed for children who are identified as having specific areas of concern in their learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY293801
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	820113
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	82
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Parklands Private Day Nursery Ltd
<b>Date of previous inspection</b>	24/09/2008
<b>Telephone number</b>	0151 548 9333

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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