

The Park Private Day Nursery

103 Frederick Street, Werneth, Oldham, Lancashire, OL8 1RD

Inspection date	05/03/2013
Previous inspection date	24/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff use clear planning, observation and assessments, which provide children with a good range of purposeful learning experiences. This results in each child making good progress from their unique starting points within the seven areas of learning.
- A strong key person system helps children form close bonds with staff and feel safe and secure at the nursery.
- Particularly good emphasis is placed on ensuring that children who learn English as an additional language are supported in developing their communication and language skills.
- The staff team regularly review and reflect on their practice to continually find ways to improve the service they provide to children.

It is not yet outstanding because

- Some elements of the daily routines do not fully support older children in developing their independence and self-care skills.
- Although children's behaviour is good and they are given rules, full explanations are not always consistently given to fully extend children's understanding of how to keep themselves safe.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities and care practices within the playrooms and the outside area and carried out a joint observation with the manager of snack time.
- The inspector spoke with staff from each room and she held a meeting with the manager.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.

Inspector

Joanne Ryan

Full Report

Information about the setting

The Park Private Day Nursery was registered in 1998. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large Victorian house in the Werneth area of Oldham, and is managed by Domalo Limited. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at Level 5, two at Level 4 and five at Levels 2 and Level 3.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The nursery provides funded early education for 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. There is also a provision for out of school care and a holiday scheme.

What the setting needs to do to improve further

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

- improve daily routines to fully support children in developing their independence and self-care skills, for example, by setting the table, tidying away and serving their own food at snack time

- enhance children's understanding of how to keep themselves safe by providing consistent clear explanations alongside the rules that are given.

Inspection judgements

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

Observations, assessments and planned activities are matched very well to children's individual needs, interests and developmental stages. Staff use their expertise well when they engage with children and cover all areas of learning effectively because they have clear learning objectives. They fully understand how young children learn and plan activities so that learning takes place in many forms and in a variety of ways to consolidate children's understanding. For example, toddlers develop their skills in expressive arts by experimenting with shaving foam and glitter. Older children join in group singing times. Staff ask children which songs they would like to sing; this keeps them interested and helps to promote communication and language skills.

Staff use everyday routines to develop children's mathematical awareness. For example, during snack time children are encouraged to count the pieces of fruit they have on their plate. Children work well together constructing a train track with a range of different pieces. As they build, they talk about which pieces go where, therefore developing their problem-solving skills. Staff support children in their play by asking open questions. For example, older children are drawing pictures and making marks and staff ask, 'what are you drawing?'. The child describes her picture, connecting her ideas to explain what is happening. Children are therefore gaining a good range of skills that supports their future learning and readiness for school.

Children's individual needs are met in line with their backgrounds and beliefs. Each child is respected and valued by the caring staff team, which helps children to learn to respect themselves and others around them. For example, children are invited to bring in photographs and items from home to display on a board and discuss with the staff and their friends. Children who speak English as an additional language receive appropriate support because the bilingual staff communicate with parents and children in their home language. Throughout the activities staff are very aware of the first languages children speak and give children opportunities to speak in their first language as well as English. Children with special educational needs and/or disabilities have individual learning targets in place, which are developed with the professionals involved with the child. For example, staff provide one to one time to offer additional support to children and work on specific areas where development delay has been identified. This helps staff ensure children make consistent progress in the areas where they need extra support.

Parents are involved and helped to support children's learning, both at home and in the setting. This is because information is shared on a regular basis through daily feedback and more formally at parents' evenings. Parents contribute to their child's learning journeys through observations from home, which staff use effectively for planning.

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

Each child is assigned a key person, who develops effective communication channels with parents. This results in the exchange of clear information, promoting continuity of care and learning for all children. This helps children to develop secure emotional attachments to staff. It also develops children's confidence as they learn to communicate with staff and their peers. The effective key person system ensures children from a range of backgrounds receive appropriate support to meet their needs. For example, staff use flash cards to support language development and extend children's repertoire of words. Children's good behaviour is encouraged as staff offer regular praise and encouragement to promote their self-esteem. Staff discuss the possible consequences of their actions with children, which helps them to play safely as they learn the difference between right and wrong. However, these discussions are not consistently offered to all children to fully extend their understanding of safety. For example, staff ask children to hold onto the banister while walking down the stairs but do not explain why. Children show a sense of belonging in the setting as they move around freely selecting the resources they wish to play with.

Older children are independent in taking care of their personal needs, such as using the toilets, washing their hands and getting dressed to go out to play. At lunch time, older children serve their own lunch which is vegetable curry and rice. At snack time children are offered bananas and oranges which promote a healthy lifestyle. However, all opportunities for independence are not maximised as during snack time staff serve the children fruit and give out the plates. Toddlers are confident to move freely between different activities, having the confidence to choose who to play with and which resources to use. Children learn to develop healthy habits as they enjoy access to a wide range of physical play equipment, including a climbing frame, balls and slide. Children benefit from fresh air on a daily basis supporting their emotional well-being.

Transition arrangements for supporting children's move to school are good. Information is shared to ensure the new setting is aware of children's starting points. This enables children's care, learning and development to be continually promoted as they are well prepared for the next stages in their learning. Staff support a smooth transition within the setting by taking the children on short visits prior to their move to the next room. Information is shared between key persons and parents to ensure the individual needs of the child are known and met.

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

The manager and area manager work closely together, creating a team of staff who are focused on providing a good standard of care and learning. The manager works in the rooms with the staff and children and uses her skills and knowledge to monitor the educational programmes. She monitors the effectiveness of these well by overseeing observations, assessments and planning and by observing staff in practice to ensure they use effective teaching methods. She models good practice by often joining in with activities. She knows every child and parent in the nursery very well and uses this knowledge to support progress for individual children. This means that staff continue to be inspired and improve their practice constantly.

Staff have a secure knowledge of child protection issues and all staff have completed safeguarding training. Effective recruitment, induction and staff development procedures ensure that everyone looking after children are suitable and have the confidence and expertise to ably carry out their roles. Staff complete regular daily checks of the environment to minimise the risks of accidents. The manager regularly meets with members of staff discussing their future professional development needs and studies they may want to undertake to gain further qualifications. The staff attend training provided by the local authority to learn about latest ideas related to child development and learning. For example, after such training, they have improved their assessment and planning systems for tracking children's progress.

Good partnership working with parents, other carers and outside agencies results in the continued support and development of children with special educational needs and/or disabilities. This results in children always being included as staff adapt activities to suit

the individual needs of each child. Staff work with health visitors and speech and language therapists on individual targets for children with complex needs, therefore good progress is made. It also enables this group of children to make progress from their unique starting points. Reflection on the setting's activities and opportunities clearly aids targets for improvement. For example, the setting intends to develop the outdoor provision to extend children's learning within all areas on a continuous basis. Self-evaluation incorporates the views of children and parents and demonstrates the commitment of the team to improve staff skills to continually improve and better the service provided for all children. Staff are working with parents from a range of backgrounds by communicating with them in their home language. Parents and staff are working together to identify different ways to communicate in order to overcome the language barriers and ensure a consistent exchange of information. The setting is reviewing their provision by undertaking a quality assurance scheme with the aim of improving the provision for children.

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 action. 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

Unique reference number	508051
Local authority	Oldham
Inspection number	819406
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	111
Number of children on roll	36
Name of provider	Domalo Limited
Date of previous inspection	24/11/2011
Telephone number	0161 624 0472

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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, which are usually the childminder's 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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