

Park Nursery and Pre School

Gloucester Road, Aldershot, Hampshire, GU11 3SL

Inspection date	27/03/2013
Previous inspection date	14/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff successfully promote babies' and children's emotional well-being, enabling them to feel safe and secure.
- Children feel proud of their accomplishments as staff share their particular achievements with others in the pre-school room.
- The acting management team has introduced new initiatives to encourage parents to spend time in the nursery and share in their children's experiences.
- Staff work closely with other professionals and agencies in the community who are supporting children who have additional needs.

It is not yet good because

- the planning and delivery of some activities are not fully effective and there is a lack of consistency in the quality of teaching across the whole team to support and extend children's learning
- some staff do not always communicate effectively with babies to help them link words and actions and do not reinforce children's understanding about healthy eating through discussion
- the outside area does not offer interesting or exciting opportunities to maximise children's learning
- there is no detailed plan in place to show how weaknesses will be addressed and future

outcomes for children improved.

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 the interaction of children and staff in all base rooms, the outdoor environment and the community room. The inspector accompanied staff and children when it was necessary to evacuate the premises because the fire alarm went off.
- The inspector had discussions with the nominated person/acting manager and a manager from another Hampshire County Council nursery who is supporting the nursery and spoke to various staff members and children's key persons.
- The inspector checked evidence of staff suitability and qualifications and sampled other documentation, including children's assessment records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Debbie Newbury

Full Report

Information about the setting

Park Nursery and Pre-school registered in 2000 and is managed by Hampshire County Council. It operates from Park Children's Centre, which is situated in the grounds of Park Primary School in Aldershot in Hampshire. The nursery serves families from the local community and surrounding areas. Children are cared for in four base rooms and have access to an enclosed outdoor play area. The nursery offers full day care from 8am to 6pm for 51 weeks of the year. Children also attend a wide variety of sessions that are flexible within the opening times to support the needs of families.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 123 children in the early years age group on roll, whose ages range from 5 months to four years. The nursery is in receipt of funding for the provision of free early education for children aged two, three, and four years. It supports children with special educational needs and/or disabilities and those who speak or hear English as an additional language.

The nursery has 17 full and part-time members of staff working with the children. Of these, 15 have appropriate early years qualifications, ranging from Level 2 to Level 4. One member of staff is studying for an early years qualification. The nursery receives support from the local authority and Children's Links.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- promote a more consistent approach amongst the staff team to support children's learning through effective teaching and planned, purposeful play and adult-led activities
- develop targeted action plans with clear priorities for development to improve the provision and future outcomes for children

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

- maximise learning experiences for all children by providing interesting and exciting activities and resources in the outdoor play areas
- talk to babies about what is happening to help them make links between words and actions and reinforce children's understanding about healthy eating through discussion

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

Children enjoy their play and, overall, make satisfactory progress in their learning and development. They gain some important skills that will support them when they move on to school. Each child has a key person who is aware of their role and responsibility. The completion of 'all about me' forms when children first start at the nursery means there is an exchange of information between parents and staff. This contributes to continuity of care and helps the key person find out about what children know and can do. Staff complete the two year progress check on children and they share information with parents about children's achievements. Each child has a learning and development profile, which is available for parents to look at whenever they wish. This helps parents know about their child's achievements and continue their learning at home.

All nursery rooms are bright and airy with a variety of play materials that children can independently help themselves to. This enables children to make their own decisions about what they do. On some occasions though staff do not consider that setting out resources on empty tables, especially in rooms occupied by the younger children, are likely to spark their curiosity and encourage them to explore. Younger children who are fully mobile move freely around outdoors, playing on the wheeled toys, going in the playhouse and investigating water and sand. Older children run around, they use hockey sticks and balance on the stepping stones. However, the outdoor play areas used by all children are not exciting and rich learning environments and most staff do not consider what they can

do to maximise children's learning experiences when they are outside.

There is some good quality teaching and interaction from some individual staff members who engage children fully and arouse their interest. However, this is not consistent across the whole staff team and the planning and delivery of some activities is not fully effective in order to extend children's knowledge and learning. This means children may not make as much progress as they can. Staff set up a 'shop' because children have expressed an interest in shopping. They use real food items including tins and packets of cereal and pasta and number labels to promote awareness of the 'cost' of these. However, staff have not considered what their intended learning outcome is and how they are going to achieve this. The till does not open so children cannot access any money and a member of staff does not join in with children's play to role model appropriate language and help them explore the idea of choosing, buying and paying. As a result, children simply fill shopping baskets and transport the tins and packets to other areas of the room, which means learning is limited.

Babies and children have some opportunities to develop their independence and self-help skills. Staff encourage babies to try and feed themselves and comment positively when they manage this. Older children attempt to put their coats on before they go outside to play and they help to prepare fruit for snack. They can help themselves to water from a jug that is available indoors although staff have a tendency to pour drinks for them at lunch time. Older children serve themselves at snack time but do not do this at meal times.

Well delivered circle time sessions for older children encourage them to listen and are used to develop their understanding of mathematics. Children count how many boys and girls are present, and they then consider whether there are more boys or girls. They put together a visual timetable for the session using photographs. This helps them understand and recall their usual routine. Children become really engaged as they are helped to draw a house in chalk on the tarmac and discuss what features they want to include. The staff member fetches real items, such as chairs for them to sit on and pieces of wood when a child talks about having decking in their garden at home. The involvement of some children in this activity is curtailed though because they are asked to go and have a snack and a drink. Staff do not consider whether it is essential to interrupt their play.

The 'creative morning' provides babies and toddlers with good opportunities to explore and investigate different mediums and materials in the company of their parents. It is a lively and enjoyable but relaxed session. Staff provide support for those babies whose parents are not able to attend and make sure they are included. The room leader of the baby room very effectively interacts with babies, although the need to help some other staff to do this has been identified. Measures are being put in place to provide this support.

Children enjoy using the computer and demonstrate good understanding of what they need to do to complete chosen tasks. They enjoy playing with the contents of a toy medical kit in the company of a member of staff. She talks about them listening to her tummy as they use the stethoscope and notes that they are going 'round and round' as they wrap a bandage around her arm. There are many resources throughout the nursery

reflecting positive images of diversity. Staff talk to children about different celebrations and festivals and they organise visits from the police and a dentist. Children choose books when the library van visits. Children have some opportunity to go off site, for example to visit the park. These experiences add to children's understanding of the world.

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

Park Nursery is a happy, sociable and friendly setting. Children demonstrate that they feel safe and secure because they separate easily from their parents and quickly settle to play. Staff provide continuous support for babies who are new to the nursery, offering lots of reassurance and cuddles. Staff treat all children with warmth and affection, resulting in the development of positive relationships.

Overall, children behave well and they are helped to understand the need to take turns and share through clear but sensitive explanation. The nursery's use of 'wow' clouds encourages parents to share their observations about their children's achievements at home. In the pre-school room, these are read out to everyone during circle time. This enables individual children to feel proud of themselves and for everyone else to share in their accomplishments. Staff praise children which effectively promotes their self-esteem.

Children follow good hygiene practices. Older children know that it is important to wash their hands before they eat and respond promptly to requests to do this. Staff take older babies to the low level sink in their base room so they too can wash their hands. However, staff do not talk to babies about what they are doing, the reasons for this or make this simple task fun. This means that they do not help babies to make connections between actions and words and to associate washing their hands as part of the routine before having food. Attention has been and continues to be given to improving the nursery menu. The room leader of the baby room takes responsibility for making sure that babies who need pureed food or who are being weaned have suitable options. Some staff members talk to children about what they are eating but this is not consistent across the whole team, meaning they do not reinforce messages about healthy eating. All children spend time outdoors in the fresh air where they can be physically active. Children also have opportunities to take part in 'fun fit' sessions. Staff help children to understand about safety through discussion and guidance. They explain that children need to sit on chairs properly and talk about the need to be careful as children use scissors.

Children are supported as they progress through the nursery because key persons share information about them. Arrangements for working in partnership with other early years settings that children attend are being developed as are links with the schools they will move on to.

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

There have been changes in the leadership and management of the nursery which has meant that there has not been a manager in post for the past few months. A new manager will be starting shortly. In the meantime the nursery is being led by two deputy managers with the support of a manager from another Hampshire County Council run nursery setting and the input of an advisory teacher. Morale amongst the staff team is good although staff have not been able to attend training to develop their skills for some time. The acting management team have a very strong desire to build on existing practice and they fully recognise that there are areas for improvement. However, there is no detailed improvement plan for the nursery in place with targeted actions that will identify how they will improve the provision and future outcomes for children. This means although some weaknesses in staff practice have been identified, they have not yet been fully addressed to ensure children's learning and development is consistently promoted.

Management and staff have a good understanding of their responsibility to safeguard children. They know what action to take if they have any concerns and can easily refer to relevant information when needed because this is displayed prominently throughout the building. Recruitment and vetting procedures to ensure the suitability of staff working with children are robust. Security of the premises is very good and staff complete daily risk assessments of the environment. These arrangements contribute in a positive way to the safety of children. Staff evacuate the premises very promptly when the fire alarm sounds. These incidents are evaluated by management to identify any aspects that can be better managed. Required documentation is in place and there is a range of policies and procedures that are designed to guide practice. These are in the process of being reviewed and revised as necessary to reflect the fact that the nursery is no longer part of the Children's Centre.

Partnerships with parents are good. Parents are well informed about the organisation of the nursery and staff share information with them about their children at the start and end of the day. The acting management team recognises that parents may need to speak to them and are promoting an open door policy. They have recently introduced new initiatives such as 'stay and play' sessions and 'creative mornings' where parents are invited to spend time at the nursery and join in with activities. Overall, parents are very pleased with the nursery. Several comment that 'it is brilliant' and they feel staff are 'very friendly, helpful and supportive.'

Arrangements for supporting children with special educational needs, or who have English as an additional language are effective. The nursery works closely with parents and any professionals or agencies working with children and their families. Staff ask parents for key words in their children's home languages and make a point of using these. There is good use of labelling in both English and other languages throughout the nursery. These measures mean that children receive the support they need and both values and recognises the diversity of families using the nursery.

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	110515
Local authority	Hampshire
Inspection number	907776
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	123
Name of provider	Hampshire County Council
Date of previous inspection	14/11/2011
Telephone number	01252330933

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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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