

# The Park Nursery

185 Queensgate, Bridlington, YO16 7JE

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|--------------------------|------------|
| <b>Inspection date</b>   | 30/04/2013 |
| Previous inspection date | 06/11/2008 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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

- Children form strong attachments, feel safe and are very happy at nursery because their individual needs and interests are met by the successful key person system in place.
- Children have access to a wide range of stimulating activities and experiences through both adult-led and child-initiated play.
- Children are safeguarded exceptionally well by practitioners who implement and understand safeguarding practice and procedures. This is given high priority throughout the nursery which ensures children are safe at all times.
- Knowledgeable practitioners understand the Early Years Foundation Stage well and use this very effectively to aid learning and development through observation, planning and assessment for all children.
- Transitions to other settings are implemented very effectively and strong partnerships are formed with schools and other professionals involved with the nursery.

### It is not yet outstanding because

- Opportunities to incorporate number within the outdoor environment are not used as effectively as indoors. This means children's interest in numerals and the representation of numbers is not fully enhanced while playing outdoors.

## 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, interacted and talked with children inside and while playing outdoors during the inspection.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.
- The inspector observed snack and lunchtimes.
- The inspector sampled documentation, checked suitability of practitioners and the qualifications of practitioners working with children.

## Inspector

Caroline Basham

## Full Report

### Information about the setting

The Park Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two-storey building in a residential area of Bridlington and has an enclosed outside play area, some of which has all-weather cover.

The nursery serves the local area and is accessible to all children. The nursery employs 18 childcare practitioners. Of these, 11 hold appropriate early years qualifications at level 3, including two with degree level qualifications. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 125 children attending who are in the early years age group.

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. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

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

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

- incorporate number within the outdoor environment by providing number labels for children to use and recognise, for example, by putting a number label on each bike and having a corresponding numbered parking space.

## Inspection judgements

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

Children are confident and very happy to attend the nursery. They show enthusiasm and motivation as they access the well-resourced, exciting experiences and activities on offer. Practitioners support the children within their care exceptionally well because they know the children and their individual needs, likes and dislikes. This knowledge is used effectively to enhance children's learning through a good balance of adult-led and child-initiated play both in and out of doors. Children enjoy the free-flow access available to the safe and stimulating outdoor area where they enhance physical skills by pushing, pulling and pedalling cars and bikes. Language development is extended as children touch and feel coloured ice balloons and describe how they feel with a knowledgeable practitioner who takes time to listen and interact effectively with each child. Groups of children play happily together as they wash cars with paint brushes and water while others delight in

chasing bubbles around the garden. Children water the plants independently and begin to show sound understanding of caring for living things in the outdoor environment.

Teaching is good because practitioners understand the importance of learning through play and support children well. However, opportunities to further extend number recognition and counting outside are not as effectively used. This means children's understanding of number and mathematical skills are not fully promoted. Practitioners interact effectively and use appropriate language that all children understand and respond to well. For example, staff work closely together with parents and use labels and signs in Polish to support children who speak English as an additional language. Makaton signing is also widely used and understood in the nursery to support the communication and language development of children with special educational needs and/or disabilities.

Assessment is precise and effective across the seven areas of learning and is monitored closely to ensure it is useful and effective. This ensures the needs of all children are successfully met and practitioners can demonstrate that all children are supported and are progressing well. Partnerships with parents are strong and information is shared and used effectively to enhance each individual child's learning and development. Transitions to school and other settings are well supported and effective as practitioners share information and work together. This ensures children are well prepared for moving on to school when the time arrives.

The spacious learning environment offers children the opportunity to make choices and extend learning across almost all areas as they have free access to a wide range of activities displayed at child height which are easily accessible. Very young children enjoy listening to animal sounds being played. They copy the sounds and, with support, find and match corresponding small world figures with picture cards. This helps children to extend their understanding of the world around them and build trusting relationships with practitioners as they play together. Older children know to post their name card in the box as they access the free-flow snack time facility; this gives them opportunity to make choices and decisions for themselves and gain independence.

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

The very effective key person system enables secure bonds to be established quickly and children settle well. Interaction between practitioners and all children is strong and very close, secure emotional attachments are formed within all age groups. The key person system supports families well and they know their individual key children and their care routines, dietary requirements, likes and dislikes. Babies settle well because practitioners know their individual needs and routines and are cared for extremely well.

Practitioners are friendly and caring and provide effective role models to all children in their care. They reinforce and praise good manners and behaviour as they teach children to have a good understanding of right from wrong. This is due to all staff having a consistent approach and children are actively involved in making the nursery rules and know the importance of these. For example, they draw pictures and discuss why rules are important and these are displayed clearly at child height for all to see. Children are

beginning to understand the importance of sharing and turn taking and demonstrate this as they patiently wait for their turn at blowing bubbles outside. Children use good manners and practitioners remind children of these when serving their packed lunches to them.

The safe and exciting outdoor area enables children to access fresh air and keep healthy and active. Practitioners also take children to the large nearby park and to the local shops. The all-weather shelter enables children to access the outdoors all year round. Upstairs, children enjoy use of the large 'gym room' with climbing frame and sensory area. Here, children have lots of room to exercise and enjoy exercise sessions in the morning and afternoons with practitioners. This enables children to enhance physical skills, such as climbing, jumping, catching and throwing as well as taking appropriate risks while under good supervision. Children are encouraged to consider their own safety. For example, as they go up and down the staircase, practitioners remind children to be careful and explaining the consequences if they do not listen or do not hold onto the hand rail. As a result, children are sensible, listen and use the stairs very safely with excellent support from practitioners. Hygiene routines are good and children know to wash their hands before snack and mealtimes and after using the toilet.

Children are supported well as they make transitions from one room to another as they get older. They are introduced gradually into the next age group and accompanied with their key person to ensure visits are happy and a success. Continuity of care is well managed and very effective for all children to ensure their learning and developmental needs are both fully and very well met.

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

Children are safeguarded very effectively while attending the nursery; this is due to clear and robust policies and procedures being fully in place regarding safeguarding and protecting children. Children are cared for by practitioners that have been fully vetted to ensure their suitability and all are aware of the importance of safeguarding children in their care. The nursery works closely with parents and relevant agencies to protect children very effectively. Regular progress reviews continually assess practitioner's ongoing suitability and identify training needs. Secure procedures for arrival and departure ensure children are handed over safely to a known adult. Effective risk assessments for all areas are completed and include the outdoor play area, trips and outings, to ensure any potential risks to children are minimised.

All children and their families are warmly welcomed and valued. Practitioners fully understand their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and those who speak English as an additional language, and do this well. Planning and assessment are monitored regularly to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning and meet individual's needs effectively. This helps children to make good progress in all areas of learning.

Self-evaluation processes are used effectively and the thoughts and opinions of staff, children and parents are sought through discussion, meetings and questionnaires. The information gathered is much valued and used to make changes to enhance the provision further.

### **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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY263954                 |
| <b>Local authority</b>             | East Riding of Yorkshire |
| <b>Inspection number</b>           | 860599                   |
| <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>      | 62                       |
| <b>Number of children on roll</b>  | 125                      |
| <b>Name of provider</b>            | Claire Joanne Nichol     |
| <b>Date of previous inspection</b> | 06/11/2008               |
| <b>Telephone number</b>            | 01262 671 987            |

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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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