

# Central Park Nursery Ltd

Central Park Nursery, 8 Hawksworth Road, Central Park, TELFORD, Shropshire, TF2 9TU

<b>Inspection date</b>	16/04/2013
Previous inspection date	16/12/2010

<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

- Staff provide a broad range of experiences to promote the children's learning and development to help them make good progress from their starting points and to be ready for their next stage of learning, including school.
- A key strength of the setting is the highly positive partnerships fostered with parents and carers, which ensures they are kept extremely well informed about the setting and about all aspects of their children's achievements and progress.
- All children are valued, content and comfortable within this inclusive environment. Children's personal, social and emotional development is fostered well and given a clear emphasis in all staffs' work with the children.
- Children are kept safe and their care needs are consistently met by a well-established staff team who are supported effectively by the leaders and managers.

### It is not yet outstanding because

- There is scope to develop opportunities for children to explore mathematical ideas and concepts to further enhance mathematical learning.
- The use of indoor space and resources for children aged from 12 months to under three years are not always used flexibly so that they can freely use activities.

## **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 in the play rooms and the outdoor play area.
- The inspector held a meeting with the manager/registered individual and conducted a joint observation with the manager.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

## **Inspector**

Parm Sansoyer

## Full Report

### Information about the setting

Central Park Nursery Ltd opened in 1995. It operates from seven rooms in purpose-built premises in a commercial centre in Telford, Shropshire. The setting serves the local and wider community. There is an outdoor play area for the children.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 523 children on roll from three months to 11 years old. Of these, 25 are aged from five to eight years and attend the before and after school service and holiday club and 498 are in the early years age group. Children attend for a variety of days or sessions. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year. The setting supports children with special educational needs and/or disabilities and those children who speak English as an additional language. The setting is in receipt of funding for the provision of early years education for children aged two, three and four-years-old.

The setting employs 23 members of staff. Of these, one holds a qualification at level 6 in early years, one holds a qualification at level 4 in early years, 15 hold a qualification at level 3 in early years. Five hold a qualification at level 2 in early years and are working towards a qualification at level 3 and one is unqualified and working towards a qualification at level 2 in early years. The setting receives support from the local authority.

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

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

- enhance the educational programme for mathematics by, for example, planning opportunities for children to explore mathematical ideas and concepts in areas, such as the role play area, sand and water to further enhance their learning
- enhance further choice and enjoyment for children aged from 12 months to under three years, by more flexibly using space and resources so that children can freely use activities, such as the arts and crafts, sand and water.

## Inspection judgements

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

Children are cared for in rooms according to their age and ability and staff meet the children's individual care and learning needs well. All children, including those with special

educational needs and/or disabilities and those who speak English as an additional language are included and supported well. For example, staff find out about children's home languages, which helps them to settle and they build strong bilingual foundations when learning English. This also helps them to make good progress in relation to their starting points.

Staff recognise children's progress, understand their needs, and plan an interesting range of activities to support and extend their learning. Parents and carers contribute to the children's initial assessment of children's starting points on entry and are kept well informed about their children's progress. 'Sally the Bear' and activity ideas provides regular opportunities for parents to get involved in their children's learning in readiness for school.

Children's personal, social and emotional development is fostered extremely well. All children are happy, confident and show sustained levels of interest and enjoyment in their chosen play. Older become increasingly independent, co-operate well and learn how to manage their behaviour and feelings. Staff provide good opportunities to promote children's physical development. For example, indoors, babies under 12 months have a safe environment to move, roll, sit and stretch. In addition, the more mobile babies in this room use items, such as tunnels, pop-up tents and push-along toys to increase and test their physical skills. All children daily use the outdoor area and have regular opportunities to use the indoor soft play room, which offers good opportunities to challenge their physical skills in a safe environment.

Children's communication and language is supported well because staff caring for the older and more able children use positive teaching methods. For example, they give clear explanations, ask challenging questions and introduce new ideas, concepts and vocabulary. Children are confident speakers because staff value what the children say and show a genuine interest in their ideas. Staff caring for babies give their full attention when babies look at them and use their voice and touch to communicate with them. Consequently, they gain babies' trust so they are keen to explore the new experiences offered. All children, including babies, show a fondness for singing, actions songs, musical instruments and books. Staff provide a good range of resources for children to build secure foundations for early literacy. For example, circle time for children from two years is used well to develop an interest in colours, link sounds and letters and to recognise their names, according to their interest and ability. All children have very good opportunities to make marks. For example, younger children have numerous chalk boards mounted on the walls in their rooms, which are popular with the children. Older children have interactive white boards, which are used well to provide opportunities for making marks and creating pictures. Staff use the children's favourite books to introduce new activities. For example, children have recreated their own book of their favourite story by drawing pictures, copying the text and making visual aids of the characters.

Children's mathematical learning is fostered well through the daily routine by providing opportunities for children to count and problem solve. Children show a keen interest in shapes and this is promoted well during circle time. For example, children recognise shapes, such as semi-circle, diamond, hexagon and octagon. Children problem solve, sort and consider shape, size and begin to recognise numbers as they play mathematical games, use construction toys and the interactive board. Children daily use the sand, water

and role play area. However, staff do not always include a mathematical element, such as numbers, weight, capacity and measures to further enhance children's mathematical understanding.

Children in the four-year-old room benefit greatly from their weekly session at the local forest school venue. This provides good first-hand experiences for children to explore the natural environment and living things. At the setting children are involved in growing and caring for flowers and use magnifying glasses to look for insects. This helps them to learn about nature and living things. All children use a variety of arts and crafts materials and use their senses to explore resources, such as sand, water, cooked pasta, baked beans and jelly.

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

The setting is welcoming with a wealth of vibrant displays and photos to capture what the children do. The key person system is well-embedded and staff know each of the children's backgrounds and family circumstances and are sensitive and responsive to their needs. For example, parents and carers report how well staff have supported them over and above in their time of need. Babies form close attachments with their key person. They show a real sense belonging and enjoy being physically close to them, which helps children to feel secure.

Children are well behaved because staff consistently set clear boundaries and use positive strategies to manage the children's behaviour. Staff place a clear emphasis on children learning how to stay safe. For example, during the forest school session children learn safety is the utmost priority and visits to the setting from the local police and fire brigade reinforce the importance of keeping safe. Overall, resources both indoors and outdoors are used well to achieve planned goals in learning. However, the use of indoor space and resources, for children aged from 12 months to under three years, are not always used flexibly so that children can freely use activities, such as the arts and crafts, sand and water to further enhance choice and enjoyment.

The outdoor area is well used and provides good opportunities for children to be physical outdoors in the fresh air. Staff and children adopt effective hygiene practices to prevent the spread of infection and first aid, medication and accident requirements are met to secure the children's health and well-being. Meals are prepared freshly by the cook on the premises and are varied, healthy and nutritious and enjoyed by the children.

Staff work very well as a team in sharing information about the children's care needs and achievements. For example, children make regular visits to their new rooms to ensure they are well prepared for transition within the setting. Staff in the four-year-old room place a strong focus on preparing children for school emotionally and educationally. In addition, this is supported well by the strong links developed with the schools the children transfer to. Many of the children attending the before and after school service are children who have also attended the setting and therefore staff know these children and meet their needs very well.

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

The strong leadership and management team consists of the registered person who is also the manager of the setting, the two deputies and the financial advisor. There are clearly defined roles and responsibilities. For example, each room has a room leader who is responsible for their room and the monitoring of the educational programmes is undertaken by the manager and two deputies. There is a clear emphasis on providing ongoing appraisals, supervision, support and training for staff. As a result, children benefit from good quality care and improved learning outcomes.

The well-focused improvement, business and actions plans help to secure continuous improvement and have resulted in good progress being made since the last inspection. For example, the previous action and recommendation in relation to informing parents about accidents and the storage of medication have been fully addressed. This means children's welfare is secured. In addition, observation and assessment arrangements have significantly improved to support children's learning and they make good progress.

There are effective vetting and induction procedures in place to ensure all adults caring for children are suitable to do so. All the required records, policies and procedures, including a policy on the use of mobile phones, cameras and photos, are in place to ensure the safeguarding and welfare of children. Staff have secure understanding of child protection issues and the procedure to follow in the event of any safeguarding concerns. Daily checks of the environment and written risk assessments ensure areas are safe and children can move safely and freely.

Parents and carers spoken to on the day of the inspection are overwhelmingly positive about the quality of the service and support provided to them and their children. They are kept extremely well informed through the well-used notice boards, regular newsletters and parents' consultation days. Welcome signs in a variety of languages and positive images of race and culture add a welcoming feel to this inclusive environment. Parents and carers have good opportunities to offer their suggestions to help shape the service offered through the feedback forms, comments box and access to the settings self-evaluation form. Effective partnership working with other professionals and agencies involved with children attending, results in a good sharing of information and support for the 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

<b>Unique reference number</b>	EY331228
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	909318
<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>	105
<b>Number of children on roll</b>	523
<b>Name of provider</b>	Central Park Nursery Ltd
<b>Date of previous inspection</b>	16/12/2010
<b>Telephone number</b>	01952 292092

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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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