

Parkview Day Nursery

236 East Park Road, Leicester, Leicestershire, LE5 5FD

Inspection date

27/06/2013

Previous inspection date

25/01/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are making excellent progress in their learning and development because of the quality of teaching and the superb learning experiences provided for children in the nursery and on outings.
- Highly effective partnerships are in place between the nursery staff, parents and external agencies and professionals. As a result, children's individual needs are robustly monitored, and swift and sensitive action is taken to ensure they have the best possible start in their learning.
- Children who require extra support receive a significantly enhanced programme of learning, development and general welfare. A very positive approach to inclusion is securely embedded by the highly skilled practitioner team.
- Leadership and management is very effective. The management team are highly motivated and passionate about continuous improvement, and work extremely hard to maintain a first-class service for children and their families.

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 spoke with the manager, area manager, owner and practitioners, and interacted with the children at appropriate times throughout the inspection, inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager and area manager.
- The inspector sampled a selection of documentation, including safeguarding procedures, performance management monitoring records, children's records, self-evaluation record, planning documentation and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Parkview Day Nursery was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted semi-detached house in the Highfields area of Leicester, and is one of six nurseries which are privately owned by Kiddycare Ltd. 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 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and one has Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday all year round, closing only for public holidays. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 74 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance the already effective open-ended questioning by encouraging children to describe in more detail what they are wishing to show that they have made with construction or about the marks they have made on paper.

Inspection judgements

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

The quality of teaching is highly skilful. Practitioners are passionate and enthusiastic in ensuring each child is offered and supported exceptionally well throughout their time at the nursery. Given children's starting points they are making excellent progress. Practitioners actively contribute to ensuring children are highly motivated in their play and learning. Play is planned pertinent to individual children, their interests and age and stage of development. As a result, children learn very quickly. They are very eager and keen to have a go, and enthusiastic in their exploration of activities. Children feel secure and confident in being challenged and thoroughly enjoy their time at the nursery. Children's progress is tracked meticulously, and practitioners refer to and successfully implement the Statutory framework for the Early Years Foundation Stage into their practice. Each child has their own 'Learning Journey' file which is shared with parents to help them understand how well their child is progressing.

Children's starting points are gathered from parents and used as a baseline for practitioners to plan play for each child. Parents are actively involved in their child's learning at home. Practitioners sensitively and enthusiastically provide suggestions and share activities and experiences that the children have undertaken at the nursery, and encourage parents to continue this at home. For example, children have shown and interest in being healthy. Following on from a dentist visiting the nursery, parents are being encouraged to talk to their children about the benefits of regularly brushing teeth to help children consolidate their understanding and learning of effective oral hygiene. Children are superbly supported in preparing them for school; parents are encouraged to take home literacy books and sheets to support their children in learning to make recognisable marks, such as forming letters to help them write their name. Practitioners highly value the input from teachers in helping children enhance their skills in readiness for attending school. For example, meetings are held with teachers and parents to identify key areas to support children and plan the next steps in their learning.

Children show immense confidence. They enthusiastically stand up and from their memory brilliantly tell a story. They show excellent skills as they engage their peers, who listen with great concentration. Practitioners expertly extend and enhance the activity by using signs and symbols as the story is being told to ensure all children are included. The quality of teaching enriches and highly motivates children in their learning and development. For example, very young children explore with malleable materials, laughing and giggling while using very good language skills to describe the consistency. For example, they use words, such as 'drippy' and 'trickle'. Furthermore, practitioners enthusiastically engage children to count and colour match objects they are using with the sensory activity. Children with special educational needs and/or disabilities receive excellent and very well-targeted support to promote their progress. Specific roles within the practitioner team and high effective partnerships with supporting agencies enable children to be monitored extremely closely, and activities are planned and varied to accommodate their needs. For example, children who require extra support and time to make decisions are enabled by practitioners and children during snack and group time. Extra time is allocated to support individual children, and practitioners work very closely in the way they communicate and encourage less-able children to make choices and participate in the morning welcome song. Additionally, practitioners are very skilful in the range of languages they confidently use to communicate with children in their home language.

Children's language skills are supported highly effectively because of the various methods and skills practitioners use to communicate with children. However, on very odd occasions this is not maximised by all practitioners. This is because they use few open-ended questions to encourage children to describe in more detail what they are doing, for example, what that they have made with construction, or talk about the marks they have made on paper. Children are very familiar with routines and take on responsibility for taking care of activities and helping one another put toys away and place chairs around tables before circle time. They excitedly embrace the time they have with their friends and practitioners. As a result, their personal, social and emotional skills are well embedded, demonstrating exemplary behaviour and a highly consistent attitude to their own learning. Outside, children enthusiastically and cooperatively devise their own games. For example, they test their own ideas by selecting balls and make a catapult out of the funnels to move

the balls from one end of the water container to the other. This game goes on for a significant length of time, demonstrating children's active learning skills as they work out and believe that with their persistence they will achieve an outcome.

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

Attachments between children and practitioners are very strong. Children feel secure and safe to explore their environment. This is because the key person system works extremely well. Practitioners place a strong emphasis on the importance of gathering copious amounts of information about the child before they start at the nursery. This is achieved through effective communication and meetings with parents. The key person carefully plans play pertinent to individual children while acknowledging their interest, stage and level of development. Babies show very good levels of confidence and are very happy as they make independent choices in their play, both inside and outdoors. Furthermore, they also have strong bonds between their friends. For example, when babies enter the room other babies and toddlers bring toys and shout their name as they warmly welcome them. This helps the youngest of children have a sense of belonging, which is successfully embedded throughout their time from starting at the nursery. Key persons work very sensitively and are highly skilled in supporting and implementing plans to enable all children to feel safe and secure during their transitional times. For example, key persons work closely with one another while keeping parents up to date and encouraging them to contribute their ideas during moves between rooms. This enables all children to have a seamless and smooth transition during their next stage in their learning.

Children's behaviour is exemplary. They are happy, confident and very settled at the nursery. They have high self-esteem. Children are polite and courteous to one another and adults. For example, children offer chairs for visitors to sit on while playing and engaging with children. Practitioners are excellent role models and fully promote a very inclusive and respectful environment for all children. Children are treated with equal concern and included in all activities because practitioners plan and organise time and resources effectively, both inside and outdoors. Children feel valued because they are listened to and their artwork is displayed with high importance. Positive images, toys and resources are presented, enabling all children to enhance their awareness of other's similarities and differences. For example, letters and words in a wide range of varying languages are displayed around the rooms. This enables practitioners to refer to when speaking in children's home language and conversing with parents.

Children are provided with a varied diet which is healthy, well balanced and matched to their individual dietary needs as discussed and agreed with parents. For example, home-made curry, rice and chapatti bread are offered to children. Furthermore, home grown vegetables and herbs, such as Methi, are used in various Indian breads to further promote cultural foods and raise children's awareness to food from around the world. Children spend regular time outside in the fresh air. They actively learn the benefits from physical activity while enjoying the fresh air and very good range of toys and resources. This also enhances their learning extremely well because the children access the woodland area to find mini beasts with magnifying glasses, increasing their knowledge and understanding of the world. Furthermore, these complement the already very good activities and resources

inside. During group times, children actively participate in successful activities, significantly enhancing their understanding of the importance of self-care routines. For example, they learn how to wash their hands and face with soap and face cloths to stop germs from spreading, by taking it in turns to use objects to consolidate their learning. They sing songs to help them remember how to wash themselves, brush their teeth and comb their hair. This is enthusiastically led by practitioners to ensure this practice is embedded. Children learn about keeping safe. They regularly participate in emergency fire evacuations so they learn what to do should they need to leave the building quickly. They also participate in outdoor adventure activities that require them to think about the risks they take when climbing logs and building dens. Effective and close supervision is maintained by practitioners to ensure children significantly learn these skills.

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

Children are protected significantly. The management team successfully embed and secure all practitioners' understanding of their fundamental roles and responsibilities in safeguarding children. This is achieved by robust in-house training to ensure that practitioners are up to date with current legal requirements. Additionally, practitioners have knowledge of the possible signs and symptoms of abuse and procedures to take should they have any concerns regarding a child in their care. Furthermore, practitioners fully understand and adhere to the effective procedures should there be any allegations made against them. Rigorous and comprehensive systems are embedded for ensuring all practitioners working with children are suitable to do so. This is further supported because the management team are meticulous in monitoring practitioners' performance throughout their time with the nursery. For example, frequently held appraisals, supervision, room monitoring, manager's meetings and team meetings enable senior managers to gather information regarding their practitioners' knowledge and skills. From this, clearly identified training is planned. This ensures all practitioners have a clear understanding and enhance their already in-depth knowledge and implementation of the requirements the Early Years Foundation Stage. Practitioners vigilantly ensure children are safe at all times while in their care. Detailed risk assessments are meticulously undertaken to ensure all areas within the nursery are safe and areas where children visit, such as outings to the local park. Adult-to-child ratios are maintained effectively, offering high levels of support to all children.

The management team are inspirational, highly motivated and passionate about meeting the needs of the children in their care. They strive to provide a high quality service for children and their families. Through excellent reflection and self-evaluation, the management team pull together the thoughts, ideas and suggestions from practitioners, children and parents, as well as external agency input. As a result, the management team continue to provide an excellent service where children thrive given their starting points. The practitioners work very well as a team and share best practice not only within the nursery but also between other nurseries within the company. Educational programmes are very closely monitored to ensure children are provided with a rich, varied and challenging range of activities and experiences in the indoor and outdoor environment. For example, following on from the previous recommendation, children's washing facilities have been significantly improved and now highly promote children's independence skills.

This is because structural work has been completed, enabling children to safely move between areas when they recognise they either need the toilet or to wash their hands. Furthermore, the outdoor area has been improved and provides wonderful opportunities for children to grow vegetables and herbs that are used in healthy meals prepared by the cook.

Partnerships with parents and others are highly effective. Parents highly value the service that is offered with comments, such as their child 'has made significant improvement since starting at the nursery'. Parents also speak about how friendly and welcoming practitioners are and how information is exchanged very clearly helping them keep up to date with their child's learning and development. This also impacts on how parents continue to enhance their child's learning at home. For example, parents spoke of their discussions with their child regarding magnets and gravity, and how impressed they were of the knowledge their child is gaining while at the nursery because of the high quality of teaching by practitioners. An excellent range of information is attractively displayed around the nursery, such as play plans, daily routines, key person details and current topic work, such as being healthy. Information is also displayed in various languages to ensure inclusion is effectively promoted, enabling all those with varying languages to be kept up to date with what is happening in the nursery. Excellent partnerships with external support networks are well embedded. Sensitive meetings are held with all those involved in the child to meticulously plan and support individual children, such as during transitional times between nursery and school. Practitioners work very closely with other agencies, such as the hearing impairment team, to continue to enhance their already very successful ways of communicating with all children. For example, by using signs and symbols effectively, practitioners support children who are less able or have special educational needs and/or disabilities to have a voice when choosing and participating in activities.

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	226982
Local authority	Leicester City
Inspection number	924663
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	74
Name of provider	Kiddycare Limited
Date of previous inspection	25/01/2011
Telephone number	0116 2734237

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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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