

Park House Nursery

Pont Park, Ponteland, Newcastle Upon Tyne, NE20 0JY

Inspection date	01/07/2013
Previous inspection date	22/01/2010

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

- Teaching is securely based on practitioner's thorough knowledge of the Early Years Foundation Stage. They, therefore, make good use of opportunities to promote children's learning through play and structured activities.
- Children are happy and eager to learn. Their behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to school and future learning.
- Children's interests and needs inform the planning and they are offered a wide variety of activities. The key person system is also used extremely well, meaning that practitioners and families can work together to promote children's learning and well-being.
- Children's language and communication skills are well promoted. Children who have English as an additional language are supported in developing and extending their vocabulary and in making good progress in their overall development.

It is not yet outstanding because

- The organisation of space within the area for older children limits the opportunity for children to further develop their improving concentration skills when listening to stories.
- Opportunities, such as enabling children to serve themselves at mealtimes are missed, in order to further extend older children's independence.

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.

Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager. Also took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full Report

Information about the setting

Park House day Nursery was registered in 1995 and is on the Early Years Register. It is situated in self-contained premises in the Ponteland area of Northumberland. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Most hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 90 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.

What the setting needs to do to improve further

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

- review the organisation of activities to allow older children the opportunity to further develop their concentration skills, especially when they sit and listen to stories
- enhance opportunities further for older children to develop independence at lunch time, for example, by serving themselves.

Inspection judgements

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

All staff have a good understanding of how to support young children's learning. They enable them to play uninterrupted with resources of their own choice and to extend their learning through group activities. This enables children to learn independently and from each other. For example, a group of children become fully immersed as they play a game in the garden. They work cooperatively as they decide who has to hide while the other children search for them, and extend this to riding on the train and moving in different ways. They confidently use their imagination as they pretend to be the 'gruffalo and the troll'. Staff lead small group activities, which are targeted at helping children to develop specific skills. For example, a member of staff involves older children in a matching game, to support their matching skills and understanding of healthy eating. She skilfully encourages children to look at the cards and talks about why certain foods will cause

tummy ache. Children are keen to be involved and are motivated to learn. Consequently, they make good progress in their learning and are well-prepared for when they move on to school.

Staff give good attention to promoting children's communication and language development. For example, they sing songs and games at group time and all children are keen to become involved, confident to talk in front of others. Staff use this time extremely well to introduce words and phrase from various languages, for example the days of the week and numbers from one to ten in both French and Polish. This develops children's understanding of the wider world and supports children for whom English is an additional language. This enables children to make connections in their learning in a fun way. It also provides good opportunities for younger ones to develop their vocabulary as they learn a range of words. Children have free access to books which helps them to develop a love of reading from an early age. For example, they are keen to share their favourite stories with other children in the group as they bring books from home for story time. However, the organisation of story time for the oldest children does not allow them to fully listen without distractions, which does not promote their concentration as effectively as possible. Staff teach older children to recognise letters of the alphabet and to learn the corresponding sounds. This means they begin to understand about decoding words. For instance, when the letter 'm' card is held up one child confidently recognises that the word 'mummy' starts with this.

Staff skilfully observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of their abilities in all areas. In conjunction with parents, staff carefully assess when the most appropriate time is for them to carry out the required progress check at age two. This ensures it is an accurate reflection of their ability and ensures that they are able to access appropriate support from other professionals. High priority is given to encouraging parents to be involved in their children's learning. Parents are actively encouraged to share information about their children's learning outside the nursery. For example, through 'wow' stars which are displayed in the nursery and then transferred to children's development files. For example, parents write that children are now fastening their shoe laces. Staff are particularly attentive to ensure that these milestones are celebrated. This means staff can plan precisely for the next steps in children's learning because they have a full picture of their development. Children with special educational needs and/or disabilities are well supported. Staff are aware of the individual needs of children, liaise with parents and have input from other professionals, so working together to form targets for further development.

Staff provide a welcoming and homely environment. Sofas are provided which means children and staff can sit together and babies can be fed comfortably. Children of different ages have regular opportunities to come together throughout the day, such as, meal times and outdoor play. This encourages older children to develop a caring attitude towards the youngest ones. Toys and resources are all presented at children's level, so they can choose from these freely. Children's names are displayed above their coat peg and on their drawer to show them print has meaning. Staff give high priority to enabling babies to learn through exploring different materials and textures in open-ended ways. This very effectively supports them in making sense of their world as they learn through their

senses. For instance, one child shows sustained concentration as he experiments with kicking balls to other children, he delights when the ball is passed back to him, as this activity is extended by staff.

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

Children's key people pay good attention to making their transition into the nursery a pleasant experience. For instance, pre-placement visits are actively encouraged so children can gradually become familiar with their new environment. Staff make sure they are fully informed about children's interests and use these successfully to help them settle. Staff develop close and trusting bonds with all children. For instance, youngest ones snuggle into them when they are feeling tired or just need a little reassurance. As children develop and their needs change these are discussed with parents. For instance, when potty training is undertaken, parents are asked to provide plenty of spare clothes in case accidents happen. This means children are kept clean and comfortable during the process.

Children learn to behave well because staff ensure they have secure routines and know what is expected of them. For example, they know that they must wash their hands before they sit at the table to eat. Staff provide good opportunities for children to take on responsibility, which successfully helps them to develop their self-esteem and confidence. For instance, children talk proudly about their pictures which are attractively displayed, and older children are proud of their writing for the caption. Children are taught to take an interest in each other's lives which helps them to be accepting of one another. For instance, when parents record what they have done at home in their communication diary this is discussed at group time. Staff actively encourage children to keep themselves safe. For example, they practise the fire drill each month with them so they become familiar with this.

Staff are very proactive in helping children to follow a healthy lifestyle. For example, they provide them with nutritious food at meal times and ensure they clean their teeth after eating their lunch. Meals are served to children in a social setting. However, there is scope to encourage children's independence, for example, by providing opportunities of serving themselves at lunchtime. Staff enable children to plant and care for different vegetables in the garden. This effectively supports them in learning about food sourcing and how things grow and change over time. Staff ensure children have lots of opportunities to play outside each day. Consequently, they benefit from lots of fresh air and develop good physical skills through using a variety of resources. For example, they show good control as they ride wheeled toys and climb the steps to the slide. Younger children delight in digging and making castles in the sand, whilst older ones practise their writing skills using pens and paper.

Children move from room-to-room when staff feel they are ready for the move and in consultation with parents. Children have visits and move with the support of staff, who kept well informed of the children's progress, so they are able to provide activities which the child enjoys and will help them settle. Transition to school is well managed as teachers regularly visit the nursery to get to know the children and observe their learning before

they move into their care. This supports children's transition to their new setting very effectively.

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

The manager leads and manages the nursery effectively, and is extremely well supported by a management team. They ensure the requirements of the Statutory framework for the Early Years Foundation Stage are met successfully. The nursery is kept secure, regular safety checks are undertaken and staff follow safe procedures during everyday routines. For example, the 'half' door to the kitchen is kept closed, which means children can observe staff but not enter the area. Food is checked to ensure it is at a safe temperature before it is served to children. High adult to children ratios are maintained on outings, which ensures children are well supervised. They wear high visibility vests so they can be seen easily. This means children are well protected. The recruitment and vetting of any new staff is thorough, which means informed decisions about their suitability are made. All safeguarding policies and procedures are in place and are securely implemented throughout the nursery, and children's behaviour is managed extremely well. Staff attend training in safeguarding and this topic is always discussed at monthly staff meetings. This means staff are confident in their ability to recognise the possible indicators of abuse or neglect and know to whom they should refer any concerns.

Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, the manager undertakes regular observations of their practice, to judge the quality of their teaching. She regularly checks children's developmental records to ensure the educational programmes successfully cover all areas of learning. If any gaps are identified these are discussed with staff and action is taken to address them. Annual appraisals are used effectively to assess staff's ongoing suitability and to help them plan for their personal development. The staff team is friendly and approachable. They carry out their duties efficiently, which means children are well cared for and supported effectively in their learning. There is a good commitment to monitoring the quality of the service through self-evaluation and to continually improving this. For example, recommendations raised at the last inspection have been successfully addressed, which has improved the educational programmes. The management team have a detailed action plan in place which highlights areas for development. Recently the outdoor play area was improved with new equipment installed. This has greatly improved outdoor facilities for children and has a positive impact on their physical development. Parents and children are consulted on a regular basis to ensure their views of the service are known and responded to. The management team are keen to ensure that any suggestions from parents are quickly addressed and parents are informed of the outcome. This effectively helps them to take ownership of the nursery and means their views are listened to and valued.

Staff give high priority to establishing and maintaining good partnerships with parents. They ensure they are well informed of all aspects of the service through a prospectus and regular newsletters. Good communication is fostered on an ongoing basis through daily discussion. Written information is displayed regarding the activities of the day and the

menu. Parents are regularly invited to events at the nursery, such as, to a Christmas Play and to accompany their children on their yearly outing. For those parents who are unable to accompany their children, staff take responsibility for them. This means that no child misses out on the experience. Parents are keen to share their views of the nursery. They describe staff as being very caring and they like the homely environment. The nursery has good links with other early years providers. For example, staff work in conjunction with local schools to ensure children have continuity.

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	301766
Local authority	Northumberland
Inspection number	909314
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	85
Name of provider	Eileen Appleby
Date of previous inspection	22/01/2010
Telephone number	01661 820545

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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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