

# Green Park Day Nursery

Green Park, Stocks Lane, Penketh, Warrington, Cheshire, WA5 2RW

<b>Inspection date</b>	09/08/2013
Previous inspection date	15/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	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

- The nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring staff team ensure that excellent relationships with key persons are well established. This means that children are exceptionally well supported and demonstrate a strong sense of security and increasing independence.
- Highly effective strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children make rapid progress from their starting points.
- The inspirational ethos of the nursery is evident in all areas. As a result, children attending have a strong awareness of their own self-worth and belonging.
- Robust management systems are in place based on focused, in-depth evaluation of staff practice. A well-targeted programme of professional development means that staff constantly seek to improve their already excellent understanding of how children learn and how to meet their individual needs.
- Children's behaviour is exceptional because staff are exemplary role models. This ensures that children highly motivated, eager to join in all activities and clearly demonstrate the characteristics of effective learning.
- Strong, respectful partnerships with parents and other professionals mean that children's individual needs are exceptionally well met.

## 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 checked all relevant documentation and policies and procedures, including safeguarding.
- The inspector looked at children's records, learning journals, and observation, assessment and planning documentation.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure improvement.
- The inspector spoke with the provider, managers, individual staff and children at appropriate times throughout the inspection, and carried out joint observations with the manager.
- The inspector took into account the views of parents and carers spoken to on the day and from written comments in files and from parental meetings.

## Inspector

Dorothy Williams

## Full Report

### Information about the setting

Green Park Day Nursery was registered in 2003 and is on the Early Years Register. It is situated in purpose-built premises in the Penketh area of Warrington. The nursery serves the local area and is accessible to all children. It operates from a variety of rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. Of these, 23 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 7.30 am until 6pm. Children attend for a variety of sessions. There are currently 88 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery 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:

- consider further ways to build on the current exemplary practice so that children continue to experience the high quality of teaching, learning and care that enables them to make excellent progress towards their next stage of education.

## Inspection judgements

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

The nursery operates from a modern building and is planned entirely around the needs of the children and families who attend. It is inspiring, flexible and creative. All rooms are calm and inviting with an exceptional range of interesting, attractive and accessible resources, activities and interactive displays.

Children are exceptionally well supported in their learning and development because the staff know them and their families very well. Staff have an in-depth knowledge and understanding of the Early Years Foundation Stage. They take time to assess children's needs, explore their interests and plan innovative activities for their development. Staff work very closely with parents and other professionals, and regularly share what they know about children's learning. Parents readily contribute to their child's learning journal

records and support their interests, for instance, by bringing in family photographs and contributing to displays.

Children readily extend their interests through a variety of extremely well-planned activities. Truly inspiring, calm and well-set-out rooms provide interest, challenge and experiences to very young children and babies. Babies have several well-defined areas to explore, and they crawl, reach, point and grasp as they play in the soft play area. Treasure baskets of natural materials, such as large plain and coloured pebbles, wooden shapes, spoons and pegs, entice children and encourage exploration. Toddlers use the baby gym to extend early standing and walking skills, and pull themselves to standing using well-placed bars. This multi-sensory approach to learning ensures that children develop interests based on exploration and imagination. Staff ensure older children have a wealth of interactive display areas, enhanced with a very wide range of resources. Staff interact in these areas and involve children in investigation and self-initiated activities. Children explore technology through a range of phones, remote controls and cause-and-effect activities. They learn about camping, bugs and insects through investigative play and use a variety of blocks to create a town for their cars and small world figures.

Children's physical development is very well supported through indoor and outdoor play. The innovative and inspiring design of the outdoor area encourages children to extend their play using a large climbing frame, crates, a sandpit, a water area and wheeled vehicles. Staff highly skilfully extend activities for making marks by providing resources, such as paintbrushes, rollers and large chinks. They help children investigate water and set up drainage systems, use crates to build, and make music using pots and pans with spoons and sticks. This promotes their investigative skills highly effectively. Outdoors, children explore mini-beasts in the grassed area and plant vegetables and flowering bushes. They engage in a variety of outdoor games, using a parachute, large and small balls and ring games which involve lots of cooperation and help prepare them for school. Staff are very well deployed in all areas to support and extend learning opportunities and encourage collaborative play.

Staff give an extremely high priority to children's early language development. The 'Every Child a Talker' strategy is embedded in practice and 'Top Tips for Talking' are evident in all rooms. Staff very skilfully introduce new vocabulary, sing songs and rhymes. As a result, all children, including those who speak English as an additional language and children with special educational needs and/or disabilities, are making exceptional progress in their language and communication skills. The nursery 'communication champion' monitors language development and ensures that all areas are very well resourced with jigsaws, books, natural materials and treasure baskets to inspire exploration and investigation. Consequently, children are extremely well supported to communicate. Children play in the water area and talk to each other about racing balls down the drain pipes. They challenge each other to be the first to reach the bottom. Staff watch as children discuss what to do next and expertly support their investigation as to how to make the slope more interesting. Quiet areas, enhanced with a range of books, photographs and cushions, are provided in each room. Children readily choose picture or story books to share with their key person, and they enjoy interactive stories and join in familiar rhymes and songs. As a result of these experiences, children make choices, work together and become independent learners, which promotes their readiness for school extremely well.

Children have exemplary learning journals which record their individual progress and development. These are regularly monitored by the management team to ensure accuracy of recording. Staff make excellent observations of children as they play and learn. They note the characteristics of learning and depth of involvement, and follow children's interests in detail. Highly accurate planning and assessment and an innovative tracking system enable staff to ensure that all children are making very good progress in their learning and development.

Activities are superbly differentiated to suit the needs of all children. Visual timetables and symbols enable all children to communicate their needs and access all areas of the nursery. As a result, they thoroughly enjoy their time at nursery. They develop very high levels of self-esteem and make excellent progress within the highly stimulating environment. Consequently, all children are exceptionally well prepared for their next stage of learning, such as moving on to school.

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

The ethos of this excellent nursery is that the child is at the centre of the provision. Children are respected and treated equally, and the voice of the child is highly evident throughout. On registration, parents complete an 'all about me' booklet with their child. This gives a very clear picture of their child's early development and of their family. Staff record the information and use it to assess the child's starting point, to support settling in and inform early learning. This includes information about children's sleep routines and feeding for babies and young children, professionals involved with the child or family and any supporting documentation. During the settling-in period the key person spends a good deal of time observing and getting to know each child. This means that children develop very strong emotional bonds with their key person and are highly motivated and keen to learn. Innovative transition arrangements and summative assessments are discussed with parents and next settings so that children receive continuity of care and education.

Children have a highly developed understanding about healthy eating and making choices. They make interesting displays, highlighting healthy options for food and drink. Menus are seasonal and are rotated regularly. They are shared with parents, who are encouraged to comment or make suggestions for options. All meals are freshly prepared daily by the cook, using local ingredients where possible. Children's independence is extremely well encouraged because older children serve themselves from large dishes of salad and vegetables. Younger children sit in low chairs and are encouraged to use spoons and forks when eating mashed or pureed food. Babies are given plenty of cuddles. Snacks are provided throughout the day, such as fresh fruit and raw vegetable sticks. At teatime children are encouraged to make their own sandwiches from a choice of fillings, such as cheese and ham. This promotes their independence extremely well. Children with allergies have their needs exceptionally well met because there is a system in place to identify their needs and ensure all staff know the routine and can provide support. Fresh water is readily available at water stations, in children's own labelled cups or bottles. Children readily talk about healthy eating as they create interactive displays and are supported to make healthy choices. In this way, children's well-being is exceptionally promoted and

their nutritional needs are very well met.

Children recognise and manage their own personal hygiene needs extremely well throughout the day. Older children use the bathroom independently, wash their hands at key times, use tissues to blow their noses and dispose of them in the bins provided. They are highly independent as they take off shoes and socks when playing in the sand and remove coats and put them on the correct peg when entering nursery. Younger children are very well supported in their toileting, and nappy changing routines are highly effective in ensuring children's dignity is maintained.

Children's behaviour is exemplary as the staff are very effective role models. Children are expected to be polite, use good manners and respect others. When talking to visitors children say, 'excuse me', ask sensible questions, use 'please' and 'thank you', and are very open and honest. The nursery has a very calm and inviting atmosphere where all children and their families are respected and cared for. Children who have special educational needs and/or disabilities have their needs exceptionally well met as staff support them through a variety of individual plans and behaviour strategies. These are shared with parents, children and other professionals. Children care for each other; for instance, when playing outside, older children tell younger ones 'be careful, the bikes go fast' and 'would you like to try rolling a red ball down the pipe?' All ages play very well together and support each other as needed. Children form very strong attachments and are encouraged to share their feelings and thoughts with staff and each other. Staff provide excellent support when helping children to manage their own behaviour and take account of the feelings of others. They use a game to express their mood and show care for others who are feeling sad. This means that children's emotional and physical needs are exceptionally well met and their well-being is paramount within the nursery.

Very clear, inclusive and delightful displays enable children to learn about and respect other cultures and different abilities and family situations. In this way, children learn to respect and include others and have their confidence and self-esteem raised extremely well.

Children have an excellent understanding of how to manage risks and challenges relative to their age. Early walkers hold on to the rail as they explore the baby gym. Older children are reminded to be careful when pouring water from a jug, or to hold their knives correctly when eating. Children negotiate the stairs exceptionally well and are carefully supervised at all times. Robust risk assessment and staff deployment ensure all activities are safe. In this way, children feel very safe and are very well supported by their key persons.

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

The provider and her staff have an excellent overview of the setting. They are very well supported by the local authority consultant. Their leadership is inspiring and innovative. They have an excellent, effective relationship with parents and are very well respected within the community.

All required policies and procedures are extremely well written and embedded in practice. Staff have an excellent understanding of safeguarding and their role in keeping children safe when in their care. They are clear about the process to report any concerns and when Ofsted should be notified. Very robust safeguarding procedures ensure that children are kept safe and secure at all times. Risk assessments for outings and visits are undertaken before and during each outing, and any issues are noted. All staff hold current first aid certificates and appropriate training to deal with long-term medical conditions. This ensures they have up-to-date knowledge and skills to enable them to respond appropriately to any accidents or medical emergencies.

Highly robust recruitment procedures and a rigorous induction for all staff further ensure the safety of children. The extensive induction programme includes management, peer observations and self-reflection. Staff training and development profiles ensure that all staff reach the very high standard of expertise and care expected at the nursery. Staff morale is exceptionally high as they feel valued within the nursery and are well supported by the managers. Staff are very well deployed throughout the nursery to ensure ratios are maintained.

Staff have an excellent knowledge and understanding of the Statutory framework for the Early Years Foundation Stage requirements. Observation, planning and assessment is very effectively monitored and evaluated by the curriculum leader. This exemplary practice quickly identifies areas of need and highlights children's interests, and is used to personalise planning and extend children's quality of learning. The management team effectively monitors and moderates all planning and assessment. Self-evaluation is very effective and is ongoing, as staff continually reflect on and evaluate their practice. Data is collected and managers reflect and review the effectiveness of the whole nursery. Everyone who uses the nursery, or meets the needs of the children, is invited to contribute to the self-assessment. This is to ensure a range of opinions contribute to improvements which benefit children extremely well. As a result, the provider and staff are confident that they are making a difference to the lives of children and families in the community.

Partnerships with parents and other professionals are a key strength of the nursery. Extremely close links with the local authority and local schools enable the managers to work closely with outside agencies. Key professionals work closely together as a team to ensure all requirements of the Early Years Foundation Stage are extremely well met. This ensures children have a consistently very high quality of provision, which is continued into their next stage of their education. The very inspiring foyer area and quality displays ensure that parents are given a great deal of information on a regular basis. This adds to daily record sheets, handover time and progress checks to ensure they are extremely well informed about their child's progress.

Parents meet regularly with staff, and feel they are very well informed about their children's progress and are supported to extend learning at home. Parents are effusive in their praise of the nursery. They make comments about the professional, friendly and caring attitude of all staff, such as 'Our child has made so many friends here and the staff are like our extended family. They are professional, caring and embrace the similarities

and differences of all children. They work with the other professionals to support our child in a very natural way'. Parents feel their children are safe, well cared for and have an excellent start to their early education and development.

This high quality, effective nursery puts children at the very heart of everything they do. Children's achievements are celebrated and families welcomed. Children are very happy during their day at nursery. As a result, they are highly motivated, interactive learners. The nursery has a very strong capacity to improve even further, and the managers and staff are rightly proud of their achievements. Consideration can be given to exploring further ways to build on existing exemplary practice so that children continually benefit from the extremely good teaching, which helps them make excellent progress in their learning.



## 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>	EY272163
<b>Local authority</b>	Warrington
<b>Inspection number</b>	915011
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	96
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Abbeystore Limited
<b>Date of previous inspection</b>	15/08/2011
<b>Telephone number</b>	01925 790222

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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