

# The Park Day Nursery

86 Moughland Lane, RUNCORN, Cheshire, WA7 4SQ

<b>Inspection date</b>	04/10/2013
Previous inspection date	19/01/2010

<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

- Children's emotional well-being is successfully promoted by the warm and caring staff team. Positive engagement with parents means children's personal needs are known. This means children are very well supported, secure and settled at the nursery.
- The educational programmes provide a wide range of interesting and challenging experiences for all children. As a result, children's learning is effectively promoted as they make good progress towards the early learning goals.
- Staff effectively promote children's communication and language skills through the use of a range of strategies, including tots sign language and use of correct English when speaking to children.
- Children's self-help skills and independence are very well promoted. Consequently, children are very confident, willing to try and able to manage their own needs.
- Managers and staff have a good understanding of safeguarding and health and safety procedures. This helps to ensure that children remain safe and secure at all times.

### It is not yet outstanding because

- There is scope to use more of the many very good opportunities for children to understand the importance of healthy eating.
- On some occasions, staff do not always use mathematical language to support children's rapidly developing understanding of mathematical concepts.

## 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 scrutinised requested policies and procedures, including safeguarding.
- The inspector looked at children's records, learning journals, observation, assessment and planning documentation.
- The inspector checked evidence of staff's suitability to work with children and those of visitors and tutors.
- The inspector spoke with individual staff and children at appropriate times throughout the inspection and carried out a joint observation with the manager.
- The inspector spoke to parents and carers.

## Inspector

Anne Parker

## Full Report

### Information about the setting

The Park Day Nursery was registered in 2006. The setting is owned by a limited company and operates from a converted house situated in the Runcorn area of Cheshire. Children are cared for within three rooms located on two levels with no lift access. There is an enclosed area available for outdoor play.

There are currently 67 children on roll, all within the early years age range. The setting is open five days a week from 8am to 6pm all year round. Children attend from the local community and surrounding areas. The provision is registered on the Early Years Register.

The setting supports children with special educational needs and/or disabilities and receives funding for two-, three- and four-year-olds. The setting employs 16 staff members who all hold level 3 qualifications and the manager has Early Years Professional Status. 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:

- extend children's very good understanding of the importance of healthy food by more frequent use of opportunities to engage them in appropriate learning activities
- build on the already stimulating learning environment to provide further mathematical language during everyday play situations to support children's understanding of mathematical concepts.

### 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 the Early Years Foundation Stage and use this to assess and plan for children's learning. They know their key children well and plan daily according to their interests, to ensure they have challenging experiences that enhance their learning and development. Children's progress is assessed frequently and formally every three months and shared with parents. Children's achievements are tracked and clearly show that all children, including children with special educational needs and/or disabilities, are making good progress. The setting is very well resourced and staff are skilled at using equipment imaginatively to encourage children's interests. Children are

eager to join in and motivated to learn because of the enthusiasm of staff.

Parents are kept informed about their children's learning and achievements through regular parents' evenings and they know they can access their child's learning journal file at any time. They are supported to continue the learning at home as staff discuss some of the activities children have been involved in. Older children take home book bags with a diary to record comments about the story or book sharing experience.

Staff effectively promote children's communication and language skills by repeating words and phrases back to children, expanding the sentence and introducing new words. Younger children benefit from staff using tot sign language to enhance the communication experience and provides further tools for children to use. Staff frequently use songs, rhymes and books to encourage children's communication skills and there are many opportunities for children to develop their emerging writing skills. Each age group has a wide range of resources that enhance children's understanding of mathematical knowledge and skills, such as measuring jugs and containers in the water play. Staff sometimes use numbers during play, such as counting out the balls of play dough and adding one more, or adding one more passenger to the train during a game in the toddler room. However, staff do not always use all the opportunities that arise and so children's understanding of mathematical concepts are not always fully enhanced.

Staff are skilled at using opportunities for spontaneous learning, for example, when children in the pre-school room find a wood louse crawling on the floor. Staff use this as an opportunity for them to examine the insect and linked it to the book some of the children had been reading earlier in the day.

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

Staff clearly have excellent relationships with children, helping them to form secure bonds and attachments with their key person and with other staff in the setting. Key persons also work closely with parents and this ensures children's emotional well-being is successfully promoted. Children are happy and settled in the nursery and frequently come to staff members for reassurance or cuddles. Staff work well as a team and are very well organised. Therefore, busy times and transitions from each activity are managed extremely well, ensuring children are well supported and frustrations are avoided. For example, the transition from tea time to playing outside is coordinated between the team, who continue to engage children in tasks calmly.

Children are learning how to behave appropriately because staff are good role models. Older children are encouraged to find solutions to problems and are praised for doing so. For example, when two children squabble, a member of staff quietly takes both by the hand and helps them to discuss what has happened and what might happen next to ensure the game carries on. Staff use positive reinforcement and frequent praise to help children understand what is appropriate behaviour and to value their achievements. This is enhanced by the use of a 'Wow' board in the hallway, on which staff or parents can write

short sentences about what children have achieved recently. For example, a child has learnt to pedal his bike or put on his vest and tee-shirt by himself. Children who present more challenging behaviour are supported consistently and staff access advice from other agencies to help them.

Children are developing independent self-care skills as they put on own boots, shoes, socks and coats when playing outside. Staff allow children to try for themselves and help where required. As a result, children are independent and becoming ready for their next steps in learning. Children are provided with healthy meals and snacks that are prepared daily. Staff do not, however, routinely support children's understanding of the importance of healthy eating during meal and snack times. Therefore, children are not receiving consistent messages that will help them to make healthy choices in the future.

The setting is well resourced and stimulating both indoors and outdoors, ensuring children have a wide range of interesting experiences. This includes a purpose built sensory room, which is used frequently by individual or small groups of children and their key person to enhance the range of experiences provided at the setting. The outdoor area is large and encompasses an outdoor classroom, a planting area where children have been growing fruit and vegetables and large spaces for various types of play. There are opportunities to run, pedal, climb, balance, traverse, roll and make marks outdoors too. As a result, children's physical development is well catered for. All rooms have low level storage, which allows children to access their own resources and activities. Therefore, children are independent learners.

Safety is a high priority for all staff at the setting. The premises are welcoming while being secure. Staff check the identity of visitors at the door before allowing access. There are notices around the building to remind staff about various aspects of safety, including a check list for the outdoor area and a list of poisonous plants showing relevant pictures to help identification. Daily safety checks are carried out and full risk assessments are conducted by the manager on a regular basis, or when situations change. In addition, the nursery keeps thorough records of accidents, which are monitored monthly to identify any patterns to help reduce risk. Children, therefore, are safe within the setting.

Children are provided with activities which help them to manage risk. For example, they climb on crates in the garden, traversing or jumping from one to the other with appropriate levels of support from a member of staff who stays close by. Staff give children frequent reminders about safety and so children are learning how to keep themselves safe.

Children are supported well in their transitions between rooms and onto other settings, as there are good systems in place. They have frequent visits with their key person and during these times staff share relevant information. Parents are fully involved in this process and, therefore, children are well prepared for their next steps in learning.

**provision**

The management team has a very good understanding of their responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. There are clear policies and procedures, which are fully understood by all staff, who know what to do if they have a concern about a child or about a member of staff. All staff regularly attend safeguarding training and safeguarding is a standard agenda item at supervisions and team meetings.

There are robust recruitment and selection procedures, which include carefully checking references and carrying out all appropriate checks to ensure suitability. This is further enhanced by requesting staff complete a disclosure document every year at appraisal to confirm their continued suitability to work with children. Staff are closely monitored using CCTV in rooms, which supports the management team in identifying weaknesses in practice. Performance is managed well, through supervisions, regular team meetings, appraisals and reviews. Staff have performance targets and are supported to achieve these through training and mentoring.

The managers overview of the educational programme is effective. Planning and assessment are monitored and children's progress carefully tracked to identify children and groups of children who may be making slower than expected progress. Continuous professional development is encouraged at the setting and staff have access to a range of in-house and external training opportunities to enhance their knowledge and skills.

Partnerships with outside agencies are used to good effect to support staff's intervention with children with particular needs. For example, staff liaise with speech and language staff to support individual children's communication and language and consult teachers regarding strategies for improving children's behaviour. Staff frequently involve parents in the setting through a range of strategies, including daily info sheets, sharing learning journeys whenever parents want and also through organised parents' evenings and social events.

Evaluation is a continuous process and takes into account the views of staff, parents and children. Ideas are discussed at team meetings and each room has a development plan showing targets for improvement. As a result, there have been marked improvements to various aspects of the setting to support children's needs. For example, parents requested that the outdoor area have a soft flooring, this is now in place and the outdoor area is currently being further enhanced. Evaluation of improvements shows the impact on children's learning is good.

## 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>	EY336939
<b>Local authority</b>	Halton
<b>Inspection number</b>	938101
<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>	43
<b>Number of children on roll</b>	67
<b>Name of provider</b>	The Park Day Nursery Limited
<b>Date of previous inspection</b>	19/01/2010
<b>Telephone number</b>	01928 568 118

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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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