

# Central Park Nursery Ltd

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

## Inspection date

07/10/2013

Previous inspection date

16/04/2013

## 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

- Children's communication and language development is well supported through staffs' effective use of good questioning techniques and allowing children time to think their ideas through.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and this promotes their well-being and independence.
- The self-evaluation process is very effective, setting realistic targets for continual improvement. It takes into consideration the views of staff, parents, children and other professionals.
- There is a stimulating, well-resourced and welcoming environment, both in and outdoors to support children's development across the seven areas of learning.

### It is not yet outstanding because

- There is scope to enhance opportunities for older children to develop early literacy skills further to extend their understanding of print and the written word.

## **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 all the main playrooms and the outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector spoke with parents to gather their views.
- The inspector discussed and looked at evidence of the suitability and qualifications of staff working with children.

## **Inspector**

Julie Preston

## Full Report

### Information about the setting

Central Park Nursery Ltd was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Telford area of Shropshire. The nursery serves the local and wider community and is accessible to all children. It operates from six base rooms and there is an enclosed area available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 and 4, including one staff member who holds an Early Years Degree. The nursery opens Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery also offers before and after school provision and a holiday club. There are currently 562 children attending who are within 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 with special educational needs and/or disabilities. The nursery 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 opportunities for older children to write their names within routine activities, for example, by writing their names on their work.

## Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage, which they use well to ensure that children enjoy learning through a good range of interesting play activities and experiences. Given the children's starting points, they are making good progress and are gaining the skills they will need for their future learning. Staff have high expectations of children and observe them carefully as they play and record each child's achievements in their learning journals. The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Children's progress is regularly updated, which ensures that staff are able to plan appropriate next steps for children's learning and development. For example, routine observations, incidental observations and three monthly development reviews are undertaken

Staff share an abundance of information with parents about their child's needs and the activities that they take part in. There are daily discussions with parents regarding their child's progress and regular opportunities for them to get involved in nursery activities. For example, parents are invited in to attend regular review meetings and coffee mornings where they are able to find out information and advice, such as finding out about the admission process for school. These provide meaningful opportunities for parents to read their children's learning journeys, required progress check at age two and find out about the nursery's new learning initiatives. This promotes a consistent approach to supporting children's learning and development and continuity as parents often leave with ideas to continue to support their children's learning at home. Staff support children well when moving between base rooms and carry out this according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning.

Children are happy and busily involved in purposeful activities. They are keen learners, who are actively involved in exploring and investigating through play. Staff provide rich and varied experiences based on their knowledge of children's interests. They have many opportunities to be creative, learning to use tools, such as creating sparkly pictures in the 4's room, music and movement sessions and while using the role-play workbench and tools in the 3's room. Communication skills are developing well due to the very good quality interactions between staff and children. Babies use interactive, push button toys and older children build on these skills as they access computers. All children show a keen interest in books and listening to stories, which fosters a continued love of reading. However, there are fewer opportunities for older children to develop their writing skills further in routine activities to enhance their understanding that print carries meaning. Children enjoy a full range of activities and resources outdoors across the areas of learning. They learn about the world they live in through first-hand experiences in all types of weather. For example, older children enjoy the regular forest school sessions and babies enjoy going for walks in the local environment.

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

Children are happy and settled in the care of the staff. They enjoy snuggling up to staff for cuddles, reassurance and support. Staff work with the parents well to settle their children into the nursery. They familiarise themselves with children's interests and use these to settle children in. For example, during initial discussions with parents and the 'all about me' records, which are completed to share information about the child. Children are happy and settled in the care of the staff. This enables each key person to plan and adapt the provision to ensure children's needs are effectively met and they settle with ease. Children have secure bonds with the staff, which builds their self-esteem, confidence and emotional security. Staff are effective role models of behaviour and treat children with kindness and respect. They are skilful at supporting children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. Children are consistently well

behaved as staff use positive strategies to help children learn right from wrong and manage minor behavioural issues.

The nursery is adorned with examples of the children's colourful artwork and this helps children to feel that their efforts are valued. Children are provided with good opportunities to manage everyday tasks for themselves and to make choices from easily accessible resources. For example, toddlers are keen to find and identify bugs with their magnifying glass, while older children take responsibility for pouring their own paint into pots during creative activities. When it is time for children to move into the next room, they are well prepared for the change and approach it with great confidence. This is because the nursery is committed to offering children regular opportunities to spend time in the other rooms, supported and reassured by their key person. The nursery is well resourced and offers children a broad range of play and learning experiences, inside and outdoors. Resources are readily accessible, enabling children to make their own choice, which promotes their independence. Children have excellent opportunities to take part in additional activities run by in house and external instructors, such as forest school sessions, a dance and movement class, a French class and yoga sessions. This means children gain confidence in the world they live in and develop a comprehensive set of life skills.

Children understand how to keep themselves safe. For example, they learn about fire safety during regular fire drills and during visits from the fire brigade. Children's health and well-being is effectively promoted as children have daily opportunities for fresh air, daylight and exercise in the outdoor area. This, combined with regular trips to the forest school and movement and dance sessions, means children are gaining physical skills and a good understanding of the importance of a healthy lifestyle. The owners and nursery cook pay particular attention to providing children with nutritiously balanced meals and snacks each day. These are freshly prepared onsite by the cook, with careful regard given to meeting children's specific dietary needs. Meals are varied, healthy and nutritious, encouraging children to make positive food choices. Children learn good hygiene habits through regular routines and reminders, for example washing their hands after toileting and before eating. This all means children are well prepared, socially, emotionally and physically, for their future move to school.

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

Children's safety is given high priority by all staff. Staff are deployed effectively within each of the rooms to provide children with consistently good levels of direct support and supervision. Arrangements for safeguarding are effective, with the management and all staff expected to complete relevant training in local safeguarding children policies and procedures. This ensures staff have a secure knowledge of what to do should they have any concerns about a child, which contributes well to maintaining children's safety and protects their well-being. Effective staff deployment and safety practices help keep children safe. For example, safety procedures implemented before using the minibuss and outdoor areas. Robust recruitment and vetting procedures ensure that everyone working with the children is suitable to do so, with all new staff and students undertaking relevant

induction procedures when they join the setting. Staff ratios are maintained and the management team monitors the ongoing suitability of all staff effectively through regular monitoring and appraisals. These procedures promote children's safety and the quality of provision well. Risk assessments are carried out to ensure the premises are clean and safe, which promotes children's health and safety. All staff work exceptionally well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training.

Staff work well in partnership with parents. Parents have high levels of regard for the service provided and feel the nursery values their opinions, with all parents spoken to during the visit offering high levels of praise for the service offered them and their families. Transitions for children moving on from nursery to school are well supported and adapted to suit children's individual needs. Children with special educational needs and/or disabilities make good progress due to the joined up approach to ensure appropriate support and collaboration with other professionals involved with children's care.

The manager/owner has a very clear vision for the nursery and continues to seek opportunities to evaluate and enhance the provision for children. They are actively involved in the daily practice of the nursery, spending time in each of the rooms and monitoring the quality of teaching. The arrangements for planning and assessing children's progress are regularly reviewed by the management to monitor and reduce any gaps in children's achievement. The provider shows a thorough understanding of her responsibility to meet the requirements with the Statutory framework for the Early Years Foundation Stage, including the welfare and the learning and development requirements. Policies and procedures are implemented effectively and are continually revised to reflect current legislation and changes in practice. Required documentation is all in place and effectively maintained.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	937730
<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>	562
<b>Name of provider</b>	Central Park Nursery Ltd
<b>Date of previous inspection</b>	16/04/2013
<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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Piccadilly Gate  
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