

Parklands Private Day Nursery

Broad Lane, Southdene, KIRKBY, Liverpool, L32 6QG

Inspection date	30/09/2013
Previous inspection date	04/12/2012

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

- The effective observation, assessment and planning procedures accurately identify children's next steps in learning as they move towards the early learning goals.
- Children with special educational needs and/or disabilities are well supported because of the highly effectively partnerships that staff establish with all relevant agencies.
- Children are settled in the setting because the staff have very good relationships with them. Staff are highly skilled in helping children make secure emotional attachments and consequently children feel safe and secure at the setting.
- The provider has an excellent understanding of their responsibilities to safeguard children and as a result children are kept safe.
- There are robust procedures in place to recruit and manage staff and as a result staff are enthusiastic and motivated to support children's learning.

It is not yet outstanding because

- English verbal language could, on occasion be used by some staff more consistently to maximise learning.
- There is scope to provide more opportunities to promote children's understanding of the importance of healthy eating.

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 toured the setting.
- The inspector had discussions with staff.
- The inspector had discussions with management team.
- The inspector observed interactions between staff and children.
- The inspector carried out a joint observation of an activity with the teacher.
- The inspector reviewed relevant documentation including policies and planning.

Inspector

Anne Parker

Full Report

Information about the setting

Parklands Private Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Southdene area of Kirkby and is managed by Parklands Private Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is an enclosed area available for outdoor play. The nursery employs 24 members of staff. All childcare staff hold appropriate early years qualifications; 16 at level 3, five at level 2 and one has Qualified Teacher Status. Two members of staff have completed a foundation degree in Early Years Leadership and Practice. A cook is employed to prepare fresh meals daily.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 135 children on roll, of whom; 117 are in the early years age range. 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:

- extend opportunities to further develop children's understanding of the importance of healthy eating; by using snack and meal times to talk with children about how healthy foods help their bodies

- encourage all staff use correct English language when speaking with children so that they continue to make good progress in communication and language.

Inspection judgements

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

Staff have an effective knowledge of the Early Years Foundation Stage and a good understanding of how children learn. They plan activities based on the interests of the children so that they enjoy their learning. For example, a discussion about eating pizzas developed into a spontaneous art activity where children made cardboard pizzas. Later in the week, staff planned a cookery activity where children made their own pizza and tasted

a variety of different foods. Staff observe children regularly, assess their achievements every three months and shares this with parents. Their assessments show clearly the areas of learning, that the children are progressing well, and the areas where they are not. This ensures that staff and parents have a clear understanding of each child's abilities and can plan effectively for their next steps. As a result, all children make good progress, including those whose starting points were below those of other children of their age.

Printed words and numbers are displayed around the setting and there are ample opportunities for children to develop their understanding of mathematical concepts. For example, a wide range of resources are available in the pre-school room, including tape measures and number bean bags, along with measuring jugs in the water play and colour sorted construction. Staff use mathematical language during play. For example, as children draw with chalks, staff talk about shapes with them. Planned activities using a theme are also used to support children's understanding of numbers. For example, children are encouraged to share shiny scales as they talk about the story of the Rainbow Fish, and they take turns to count the scales. As a result, children's understanding of mathematical concepts is well developed.

Staff support children to develop communication and language skills using a range of strategies, including repeating words and phrases back to the child and ongoing discussions during play. The nursery has recently achieved an Enhanced level award for a communication and language programme, however English verbal language could be modelled more effectively so children hear a consistent model of pronunciation or sentence construction.

Staff effectively gather information about each child from their parents, so that they can provide appropriate activities to support their learning as soon as they start at the setting. Parents are continuously involved in their child's learning through ongoing discussions and the use of a communication book. Activities, such as sharing books at home and talking together, are encouraged at home as staff give out helpful sheets with hints for parents. As a result, parents feel fully informed about their child's development and how they can support learning at home.

Transitions between rooms are carefully managed, with sharing of information between key staff, which supports children into their next steps in learning. There is a comprehensive programme to support children in their transition into school which includes visits from the teachers and discussions at circle time. Therefore, children are well-prepared for school, settle quickly and progress well as a result.

Children are highly motivated to learn because staff are enthusiastic and have high expectations of them. They have great fun at the setting. For example, they play outside using a range of kitchen utensils to make imaginary meals. They also dance the 'Hokey Cokey' together with staff. There is a well-organised and varied range of resources for children both indoors and outdoors to engage children in imaginative and creative play, which supports all areas of children's learning and development.

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

The setting is very welcoming and staff are friendly and caring. As a result, children form secure attachments and settle well. There is a well-established key person system which ensures all children have a strong base for their developing independence. Parents know who their child's key person is and are able to discuss issues and seek advice about how to support their child's well-being and development. For example, parents feel confident to ask staff about managing behaviour and are given strategies to try at home. Children come to their key person and other staff for a cuddle and climb on their lap to share a story.

Children are developing an understanding about what is acceptable behaviour because staff are good role models and use consistent strategies and clear guidance. For example, children are frequently reminded about using good manners and being kind to each other. Staff help children to manage their own care needs independently by providing appropriate levels of support to enable the child to achieve the task.

Food is freshly made each day and there are good routines at meal times. These include use of table cloths, provision of real cutlery and crockery as opposed to plastic and staff routinely sit with small groups of children to encourage social interaction. However, staff do not use these opportunities to talk with the children about the food they are eating and how it is helping their bodies.

Children know there are rules in place to keep them safe and their behaviour shows they feel safe at the setting. There is a broad range of resources stored so that children can choose their own activities and these provide appropriate levels of challenge for each age group. Children with specific medical needs are well catered for as staff ensure they have the right level of knowledge and understanding to provide appropriate support. Staff work in partnership with outside agencies and attend relevant training to meet the needs of all the children in their care.

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

The setting benefits from being part of a company which provides a strong structure of support and accountability. This means that all staff including the manager have access to a wide range of expertise and resources. There is a good overview of the curriculum by the qualified teacher and the management team and staff are supported in their planning for individual children. Assessments are tracked so that children's progress is monitored and any issues arising can be addressed. For example, a number of children had been assessed to be at a lower level of development than other children of their age, in communication and language. The management team therefore invested time and resources in a programme of training for staff to support children's communication and language development. Since then, the records show that the gap is closing for this group of children and they are progressing well.

The safeguarding and welfare requirements of the Early Years Foundations Stage are well understood by leaders and managers and are met. There are clear, well-written policies in place which cover a broad range of issues including the use of mobile phones and cameras at the setting. All staff are clear about whom they can go to if they have any concerns about a child's welfare or the actions of another member of staff. There are robust procedures for selection and recruitment of staff and all relevant checks are carried out prior to the staff member starting at the setting. A full induction process is carried out for new staff and students, ensuring they are clear about their responsibilities to safeguard children and the safeguarding procedures to follow.

There is a strong emphasis on safety at the setting, with all staff fully understanding the importance of keeping children safe. Frequent risk assessments are carried out and anything found to be dangerous is removed. Where risks cannot be eliminated, they are minimised. For example, windows in doors allow adults to see if children are playing behind the door before they open it. The environment is secure because there are finger print door entry systems and staff are vigilant about who they are letting in to the building.

All staff members receive monthly supervision meetings which enable them to discuss any issues they may have, including the progress and development of their key children. There is a programme of professional development which all staff have access to, so that they can improve their knowledge and skills in working with children and their families.

Partnerships with external agencies are effective in ensuring the specific needs of individual children are well-met. For example, the setting refers children to the local speech and language team and receives support from health staff, to ensure they are delivering appropriate support for children with specific medical needs. The manager is endeavouring to build stronger links with other local providers to enhance the support that can be offered to families.

Self-evaluation is a continuous process at the setting, taking into account the views of staff, children and parents. As a result, the setting is currently carrying out work to extend the available space and increase the numbers of children. There are also planned improvements to the outdoor area to include more natural spaces and experiences.

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	EY293801
Local authority	Knowsley
Inspection number	934672
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	82
Number of children on roll	135
Name of provider	Parklands Private Day Nursery Ltd
Date of previous inspection	04/12/2012
Telephone number	0151 548 9333

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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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