

The Park Private Day Nursery

103 Frederick Street, Werneth, Oldham, Lancashire, OL8 1RD

Inspection date

18/10/2013

Previous inspection date

05/03/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff undertake regular observations of children and are aware of their likes and dislikes, so that they can plan to children's interests. This supports children's learning and development. Assessment is effective and provides staff with a clear picture of children's progress.
- Staff have a secure understanding of safeguarding procedures and written risk assessments are in place. As a result, risks to children are identified and minimised.
- Positive partnerships are in place with a range of multi professionals. These partnerships support children's individual needs well.

It is not yet good because

- The deployment of staff is not effectively managed. This means that occasionally at busy periods during the day, children are not well supervised and staff find it hard to provide children with appropriate levels of support if they are unsettled.
- Some staff do not exploit opportunities to skilfully challenge and question children to improve their learning and prepare them for their next stage of learning.
- Opportunities to support children's all-round development in the outdoor area are less well established.

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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the nursery's self-evaluation processes and undertook a joint observation with a member of the management team.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The Park Private Day Nursery was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large Victorian house in the Werneth area of Oldham and is managed by Domalo Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, two hold qualifications at level 4, three hold qualifications at level 3 and three hold qualifications at level 2.

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 54 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. There is also a provision for out of school care and a holiday scheme.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staffing arrangements and the deployment of staff meet the needs of children to ensure that children are adequately supervised and so that staff are able to offer sufficient comfort if children are unsettled. In particular, during busy periods throughout the day, such as school drop off and collection.

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

- strengthen staff's practice to enable them to skilfully question children with consistency, to further promote their critical thinking and to challenge their learning
- develop resources in the outside area to allow consistent learning across all areas of development.

Inspection judgements

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

Staff have a generally good understanding of the Early Years Foundation Stage and use this knowledge to plan activities, which support children in their learning and development and prepare them for school. Educational programmes are interesting and engage children in learning. Planned activities are based on children's interests and pertinent topics throughout the year. For example, children explore a theme of 'light and dark'. This gives children opportunities to explore black and white creative activities, explore colour through making firework pictures and use torches to provide a sensory activity. Staff regularly observe children to ascertain their likes, dislikes and developmental needs. Information gained from observations identify children's next steps in learning and assessment and tracking is secure. Children's individual needs are incorporated into planning and educational programmes cover the seven areas of learning.

The quality of teaching and learning across the nursery is satisfactory. This is because staff are inconsistent in their approach. Staff in the pre-school room support children well. For example, an adult-led activity involves children being asked to identify days of the week, counting boys and girls in the group and learning about the months of the year. Children initiate their own play and are, in the main, active learners. Staff support children through role modelling resources, playing with children and asking some questions. However, teaching strategies used with younger children are less well established. For example, staff do not always skilfully question children as they play, which means that they do not make the most of opportunities to extend children's learning, such as during role play activities. As a result, the impact of teaching on children's progress is satisfactory rather than good. Children with special educational needs and/or disabilities are supported through staff liaising closely with a range of multi professionals and attending meetings to support children's continued development. For example, staff work with speech and language therapists and the local authority special educational needs co-ordinator. Children, who speak English as additional language are supported through bi-lingual staff working closely with parents to use home language key words.

Effective assessment is in place. Regular assessment and tracking of children's progress is undertaken by key persons. Staff undertake baseline assessments when children first start at the nursery and complete an 'all about me' document with parents prior to entry. This gives staff an understanding of children's prior skills. Staff use a document called the 'child assessment progress', which they update every three months to show children's developmental stage. This results in children's next steps of development being clearly identified and planned for. Staff assess children as part of the observation cycle and are aware of children's likes and dislikes. This knowledge is incorporated into the assessment for the progress check at age two.

Parents are involved in children's learning by attending parents' evenings, commenting on communication sheets and daily verbal feedback. In addition, observations undertaken at home are welcomed by staff and parents are invited to attend trips and outings. Parents

are also asked to share their special skills. For example, a parent was invited to visit the nursery in his capacity as a police officer.

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

There is an appropriate key person system in place. Children are assigned a key person on entry to the nursery but this is flexible if children are observed forming a stronger attachment with a different member of staff. Key persons work with parents to identify children's individual needs and provide a consistency between home and nursery. For example, when children are developing their skills in using the toilet, staff work with parents to provide support and a consistent approach. Staff are suitable role models. They model resources, interact with children and play with children at their level. Children invite staff into their play. For example, older boys enthusiastically enjoy a game of football in the outdoor area with their key person. Behaviour is broadly good and consistent routines support children's behaviour. For example, children listen carefully as staff remind them to hold onto the stair rail. Staff praise children when they have undertaken an activity, which reinforces positive behaviour.

Staff show a secure understanding of risk assessment. Written risk assessments are in place and daily safety sweeps are undertaken to minimise risk to children. For example, staff check outside before children go out to play and look for broken resources, standing water or wet leaves, which may present a hazard. Children are building a knowledge and understanding of risk through taking part in regular emergency evacuations and everyday discussion. For example, children discuss closing the gate when playing outside and take part in regular headcounts. Children are aware of routines in the nursery, such as washing hands before lunch and putting their coats on before outdoor play. Children's independence is appropriately promoted, for example, they serve themselves at lunchtime. Resources are age-appropriate and are accessible to children, so they can initiate their own play.

Children learn about healthy lifestyles through daily access to the outdoor area and walks in the local environment. For example, children wear high visibility jackets while walking to the local library and park. The outdoor area promotes physical development well, children use bikes, a slide, footballs and a climbing frame. However, resources, which consistently promote all areas of learning, are less well established in the outdoors. This means that the learning styles of children, who prefer to play outdoors are not fully promoted. The nursery has a designated cook, who prepares freshly made food on the premises each day. Children's dietary requirements are identified and catered for. Menus are varied and include fresh produce daily. Children develop their self-care skills through accessing drinking water, visiting the bathroom independently and getting dressed.

Effective transitions are in place. As children move between rooms in the nursery, staff meet to discuss children's needs. As children move into full-time education, staff invite school teachers into nursery to observe children as they play and share information. In addition, summaries of learning are updated and a transition document is completed, so that all carers are aware of children's developmental stage. This supports children in adapting to change during times of transition.

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

The management and staff have a satisfactory understanding of the learning and development requirements and how to support children's progress. The manager monitors planning, staff's practice and assessment documents, in order to have an overview of how children's needs are being met in the nursery. The manager observes practice in each room and gives feedback on staff performance through discussion and appraisal procedures. In addition, the manager identifies staff training needs, ensures that procedures within policies are being adopted, such as positive behaviour strategies and effective equal opportunities practice is being undertaken.

Staff have a satisfactory knowledge of safeguarding procedures. All permanent staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Safeguarding procedures are appropriately implemented. For example, visitor identification is checked prior to entry, a secure password system is in use and staff mobile telephones are kept securely locked away. In addition, the nursery keeps thorough records of accidents, medication and attendance, which helps staff to further protect children and promote their welfare. However, while staff ratios are meeting requirements, the deployment of staff, particularly during busy times of the day, is not well managed. For example, when some staff leave the premises to take older children to school in the morning, other staff are left alone in separate rooms with small groups of children, which makes it difficult to offer appropriate comfort or support if children become upset or are unsettled.

Self-evaluative practice supports sustained improvement. Staff identify areas of strength and weakness to further improve practice. The nursery welcomes the views of others, such as parents and local authority advisors and adapts practices to support suggestions. For example, menus have been changed to incorporate vegetarian and halal options from a parent's suggestion. There are relevant systems in place for effective selection and recruitment of staff to ensure their suitability to work with children. The management team ensure that references are sought and that staff have appropriate suitability checks in place. Trainees awaiting Disclosure and Barring Service checks are not left unsupervised with children. Performance management systems are adequate and provide opportunities for staff to discuss concerns through supervisions or appraisals. The management team are supportive of staff continuing with further study and gaining higher qualifications.

Staff work with a range of professionals and seek advice as appropriate to provide suitable interventions to support children's individual needs. For example, staff work with the speech and language therapist, who undertakes assessments of children if staff are concerned about their speech and language development. Staff have a sound understanding of working in partnership with parents and try to engage parents in the nursery. Parents' comment 'staff look after my child well, he does a lot of things at this nursery'.

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	508051
Local authority	Oldham
Inspection number	939321
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	97
Number of children on roll	54
Name of provider	Domalo Limited
Date of previous inspection	05/03/2013
Telephone number	0161 624 0472

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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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