

Parkside Day Nursery

3 Cliff Road, Hornsea, East Riding of Yorkshire, HU18 1LL

Inspection date

23/08/2013

Previous inspection date

20/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 explore the environment with confidence and enthusiasm. They are motivated and use resources effectively to support their learning and play.
- Effective systems for observation, planning and assessment are in place; this ensures staff provide a range of age and stage appropriate activities.
- Secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- Positive relationships with parents are in place. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to enhance the outdoor learning environment to support the older children's growing interest in literacy by ensuring it is also rich in print so children can develop even further the skills they need for early reading.
- Opportunities to extend children's very good growing independence skills are not always fully promoted at snack time.

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 and observed the outdoor area, and a tour of the premises was completed.
- The inspector held meetings with the owner and talked with children and staff, including key persons, at appropriate times throughout the inspection
- The inspector sampled a range of documentation, which included staff suitability checks, staff supervision records, children's observation, assessment and planning records and management documentation linked to managing children's progress.
- The inspector looked at management information supporting the quality outcomes for children, the self-assessment information and reviewed the procedures for the safety and welfare of children.
- The inspector took into account the views of parents and carers spoken to on the day and information included in the parent questionnaires.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

The Parkside Day Nursery was registered in 2000. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in the ground floor of a terrace house in the Newbiggin area of Hornsea, East Riding of Yorkshire. It is privately owned and managed. There is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 30 children attending, of whom 28 are in the early years age group. The nursery supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment for the older children by creating an environment that is rich in print where children can learn to recognise familiar letters and sounds, for example, by using signs and the labelling of plants
- extend further the opportunities for the older children to practise their self-care skills at snack time, for example, by providing more opportunities for children to take responsibility for selecting their snack and pouring their own drink.

Inspection judgements

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

The staff have a secure knowledge of using play to promote learning. They are secure in linking to the Statutory framework for the Early Years Foundation Stage requirements to effectively support children in both the prime and specific areas of learning. They use this effectively to progress children's learning and development. The learning environment is, mainly, well organised with a range of resources and activities, which promote children's learning through a wide range of learning experiences. The nursery incorporates three rooms for babies, toddlers and pre-school children. This ensures that resources and activities are age and stage appropriate for every child. Each room has designated areas of learning, which support children to become motivated learners. Staff extend children's communication by modelling language and posing questions, such as 'What will we need'

when children are getting organised to make a card for a child who is leaving. This teaching strategy promotes children's memory, recall and extends their language skills. Children with English as an additional language are well supported to develop their communication and language skills.

The environment is light and bright and enhances children's learning as they freely select resources and engage in independent play. Children are extremely confident and self-assured and explore their surroundings with a high level of enthusiasm. The indoor environment is rich in language with displays that exhibit children's work. For example, around the different learning areas, keywords are displayed, encouraging children to notice text within the environment, which they can reference. The children have their own individual drawers labelled with their names. The resources are effectively organised, so age-appropriate resources are freely available for the children. Most areas of learning are promoted in the outdoors. Children enjoy accessing the outdoor area for extended periods of time on a daily basis, spending time in the sand and water, experimenting and exploring. However, the outside area is not as rich in the written word as indoors, therefore, the older children's understanding of writing for a purpose is not always fully promoted and maximised. Children search for insects and observe the tomato plant they have looked after as they learn about the natural world. Children explore a range of materials and resources that encourage them to express themselves and learn about the world around them.

Staff undertake regular and accurate observations, speak with children and identify their next steps in their development. This becomes a focus, which is built into weekly planning activities that inspire and give challenge for each child. Children's individual needs and interests are built into planning. For example, younger children interested in babies are supported by staff developing a role play area, to support children's interest in looking after babies. This also supports children's personal, social and emotional development. Most resources are stored on low-level shelving for children to select. Storage boxes have photographs of the contents attached. This allows children to make independent choices in their play and helps them when tidying up.

Effective observation and assessment procedures monitor children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. Observations clearly identify next steps in children's development as staff are skilled in using a development tracker. Staff reference tracking grids every three months. This enables them to clearly identify children's skills and assess if they are emerging, developing or embedded. Parents contribute to children's learning by commenting in their learning journals. The completion of the progress check at age two ensures staff have knowledge of children's progress and this is shared with parents.

The staff have formed good partnerships with parents, which are developed through the settling-in procedures and completing information for key staff. In addition, staff undertake baseline assessments, which identify children's developmental starting points upon entry. This allows a consistent approach in supporting children's needs between home and the nursery. Parents are kept well informed of their child's progress through daily verbal feedback and the learning records and this helps children be well prepared for transition to school.

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

The staff give priority to children's safety, while on and off the premises. For example, staff encourage children to think about how to keep themselves safe when they are on walks in the local community. They discuss road safety issues and stranger awareness before leaving the premises. Children develop a good understanding of the importance of exercise through a wide variety of activities. They enjoy many opportunities to play in the outdoor area, park environment and regular music and movement sessions. Children develop an understanding of healthy eating through discussion and regular baking activities. They learn to appreciate making healthy choices and explore where food comes from. Simple, healthy lunch and snack menus offer a choice of healthy options. Food is sourced from local shops and is freshly prepared each day on the premises by the staff. Children enjoy a wide range of fruits at snack time and water melon is a favourite at the moment. However, staff do not enable the older children to build on their growing independence fully at snack time as they serve the fruit and pour drinks for the children. This means children are not always encouraged to develop confidence in doing things for themselves.

Children express emotions and feelings through their play. For example, younger children use a mirror to observe their facial expressions and movement. Staff provide good role models by asking 'what can you see?'; younger children talk back to staff, exploring and making different sounds. This supports the younger children in developing their language skills. Staff build warm relationships with children and a successful key person system ensures there are close working arrangements with parents. Children's behaviour is good, staff praise, provide encouragement, and offer age-appropriate interventions. For example, older children are encouraged to think about the feelings of other children rather than focus on negative behaviour.

Children learn about different cultures and beliefs by celebrating some festivals throughout the year and there are opportunities to explore the wider world. The nursery has built effective partnerships with other providers of the Early Years Foundation Stage; consequently, children are well prepared for the next stage in their learning. Progress and transition documents are completed by staff as children move on to other providers. Staff consult with other professionals to meet children's individual needs, such as staff in the health service. The nursery shares their observations of children's learning and interests with other providers when children attend more than one setting. When children move on to school, visits to the school have been completed by the children. This ensures that children are fully prepared in times of change and transition and continuity is supported.

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

Safeguarding is effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the owner and all the staff. This means that children are well protected in the nursery. Staff have completed local authority safeguarding training and are well informed about child protection procedures and who to

contact should they have a safeguarding concern. Systems are in place which enhance safeguarding practice. For example, any injuries are recorded, safeguarding policies are discussed at staff meetings and there are procedures in place for selecting and recruiting new members of staff. Parents are kept informed about safeguarding procedures through the parents' notice board.

Planning and assessment procedures are regularly monitored and evaluated. This ensures that staff have an up-to-date knowledge of children's progress as they work towards the early learning goals. Planning is flexible and is based on children's interests and individual needs. Children make good progress in their learning and development as activities are purposeful and developmentally sound. Children are extremely confident, self-assured and are eager to learn. They invite staff to join in their play, which builds children's confidence and self-esteem as staff provide positive praise and encouragement. Staff have a good understanding of the importance of partnership working, which ensures that children's individual needs are well met.

All the recommendations from the last inspection have been completed. The nursery now has updated documentation that supports safety and the organisation of the learning environment has been improved. Staff now promote children's learning through completing observations and assessments linking to planning. These are monitored and used to evaluate the quality of care and learning provided.

The staff are motivated to offer good levels of care to children and families. As a result, children's learning and development are enhanced. The nursery, with support from the local authority, undertakes self-evaluative practice, which takes into account the views of children, parents and staff. The staff analyse and identify their strengths and weaknesses. Staff work towards action plans that provide an ongoing programme of development, which ensures continuous improvement. The staff continue to learn new skills and refresh practice. Staff have a range of knowledge and expertise and they are good role models for children.

Partnership with parents is good and effective relationships are established with the key person. The daily diaries for the younger children keep parents well informed about their child's day and care needs. Parents spoken to at the inspection are extremely complimentary, saying, for example, 'I feel very confident in the care my child receives, very happy with the nursery' and 'My child wants to come to the nursery when I am not at work'. The nursery provides time for parents to talk with staff about their children. Children's learning and development is supported through this good exchange of information. Staff also work with other settings who share care of the children to ensure there is continuity of care and learning.

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	314689
Local authority	East Riding of Yorkshire
Inspection number	876953
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	14
Number of children on roll	30
Name of provider	Michelle Patricia Jarvis
Date of previous inspection	20/04/2009
Telephone number	01964 536368

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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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