

# Parkside Nursery School

25 Charnwood Road, LOUGHBOROUGH, Leicestershire, LE11 2BN

## Inspection date

18/10/2013

Previous inspection date

06/10/2009

## 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

- An effective key person system and a warm, welcoming family atmosphere help to ensure that children settle well and build strong positive relationships with each other and with staff. This means that children are well supported in their learning and development.
- Partnerships with parents are strong and parents speak highly of the nursery and the many ways that staff support them. This means children's individual needs are known and respected and the care is consistent.
- Support during transition to school is enhanced because of the very good relationships with the local school. As a result, when children are ready to move on, they are familiar with staff and are confident and self-assured.
- Staff work well together alongside the manager who regularly observes and monitors staff performance. Consequently, children continue to receive good quality learning experiences.

### It is not yet outstanding because

- Opportunities for parents to share observations of what children are learning at home could be developed so that they can become more actively engaged in their children's learning and development.

## **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 children's play and staff interactions in all play rooms and in the outdoor environment.
- The inspector scrutinised records and a sample of supporting documents including: safeguarding; behaviour management; children's development and progress; self-evaluation; and daily registers.
- The inspector spoke to staff from each room and held a meeting with the registered provider and management team.
- The inspector took account of the views of parents spoken to on the day.

**Inspector**  
Kathy Kilner

## Full Report

### Information about the setting

Parkside Nursery School opened in 1989. The nursery is located in an established residential area near the centre of Loughborough and the university, and serves the local community and parents who work in the town. It is privately owned. The nursery operates from a Victorian semi-detached house and a two storey converted coach house in the garden of the property. There is an enclosed outdoor area.

The nursery opens Monday to Friday all year round, with the exception of public holidays. It opens at 8am and closes at 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently a total of 41 children attending, all of whom are in the early years age range. The nursery receives funding for the provision of education for children aged two-, three- and four-years-old. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, including one with Early Years Professional Status. The owner has Qualified Teacher Status.

### What the setting needs to do to improve further

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

- build on the opportunities for parents to share information about their children's achievements at home to involve them further in their children's learning and development.

## Inspection judgements

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

Children are active learners in this friendly nursery where they thoroughly enjoy many positive learning experiences. Staff find out what children can do before they attend and involve parents in the settling-in process. This information, followed by accurate observations and assessments, creates a clear picture of children's current learning and next steps for future learning and progress. This information is recorded in learning journals that regularly go home with the children. However, there is scope to build on the opportunities for parents to share information about their children's achievements at

home. For example, by including parent observations of what their children are learning at home. This would enable parents to become more involved in their children's learning and development.

Staff place a strong focus on helping children to acquire personal, social and emotional skills and supporting their physical and communication and language development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. Communication is well supported for all children. Babies are involved in sensory play and are well supported by staff who name objects with a single clear word, for example, 'ball'. An older child with an interest in what dinosaurs eat discusses with a member of staff how some eat meat, and some dinosaurs eat plants, and is given the words carnivore and herbivore to support this. This shows that staff have high expectations for the children and extend their learning and vocabulary.

Mathematics, literacy and other specific areas of learning are also well supported in independent play and in planned activities. Children are supported in counting. One child's learning story shows how his interest in weighing trains is developed as he discovers size and capacity. How children learn and their different learning styles are well supported. This develops children's self-esteem and gives them the confidence to want to learn.

Monitoring of children's progress is good because the nursery complete a 'progress check at age two', summaries of achievement at the end of each term and they record development in all seven areas of learning on an individual tracking document. This enables key persons to effectively identify children's strengths and areas where more support may be needed. Therefore, interventions are timely and any gaps in learning are quickly identified. This means that all children are able to reach their potential and the achievement gap is narrowing. Children with special educational needs and/or disabilities are supported through effective partnerships with parents. In addition, staff work effectively with external professionals, to ensure continuity of care and learning. The nursery supports children that do not have English as their first language. Staff and children are currently learning one Russian word each week to support a child. This also supports other children in their understanding of diversity.

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

Children demonstrate their sense of security and of belonging as they interact positively with adults, other children and visitors. Staff have created a warm and reassuring environment where strong attachments with the children and parents have been formed. As a result, children show that they are happy and content throughout the nursery. Staff note who children form a bond with and use this to guide who a child's key person will be. They work well in partnership with parents to foster this relationship. Parents talk about the good quality care and education that their children receive. A member of staff with a new key child discusses how she wants to find out what a child knows now and what he needs to know over the next few weeks, so that they are both secure in their relationship and can move his learning on together. Staff in the baby room discuss how the children move to the coach house when they are ready to do so. They explain that the 'progress check at age two' is completed by the key person and the new key person in the coach

house once a child has settled. This supports transitions from one area to the other and ensures that the progress check is accurate.

Resources inside and outside are organised so that children can access them. Children choose what they want to play with, manage their own personal needs, and when it is time to go over to the main house for snack, put on shoes and organise themselves into a line ready to go over. Children are very independent and staff know when to support and when to stand back. A child approaches the easel and begins to paint. She uses her brush in as many ways as she can for a sustained period of time before she begins to paint her arms. The child is absorbed and does not need any support as she is happy exploring what she can do with paint. When she is finished she goes and washes her hands, and is praised by staff. Children confidently explore the outdoor environment. One child digs and finds a worm which fascinates a group of children who are supported by a member of staff who discusses how worms move. She shows the children how to pick up the worm so as not to 'hurt him'. Children watch how the worm moves as he burrows back into the mud. Other children confidently move crates and manage to work out the distance that the crates can be apart for them to walk on them safely without falling off. This means that children have a balance of discovering things for themselves and learning alongside a supportive adult.

Children demonstrate good behaviour throughout the nursery because children know what is expected of them and messages given are clear and consistent. Staff are good role models and praise children for positive actions, and consequently, children are supported in their understanding of appropriate actions and behaviour. For example, when children become very exuberant with some foil in the sensory area, it is quickly noted and a member of staff sensitively intervenes and successfully engages the children in a more appropriate activity.

Children are developing an understanding of healthy lifestyles because the staff discuss the importance of this with the children. Children have regular opportunities for exercise and fresh air, which promotes their physical well-being. The staff work closely with parents to ensure they have good relationships so that parents can chat to them whenever they need to.

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

This inspection was a priority inspection because the manager conducted an internal investigation into allegations against a member of staff, prior to making a referral to the Local Safeguarding Children Board, which is a statutory requirement. The manager has addressed this and ensured that all staff are aware of what to do if they have any concerns about a child or a member of staff, and there are clear policies and procedures to support this. The manager has also addressed previous concerns raised and

investigated by Ofsted. Actions were raised by Ofsted in relation to behaviour management and the manager has subsequently complied with these, with particular reference to the appropriate use of 'time out'. Concerns raised relating to staff supervision and information shared with parents have also been addressed.

Staff demonstrated through discussion that they have a clear understanding about the procedures to follow if they have concerns about a child in their care or a member of staff. They are all aware who the designated safeguarding officer is for the nursery. Children's safety is a priority, and clear procedures ensure that children's safety and well-being are paramount; for example, accident recording and risk assessments. Parents with younger children enter through the main entrance to the house which is securely locked at all times. Children are greeted by a member of staff and children are signed in on arrival and this record includes the staff members that are in each day with their hours of arrival and departure. Parents with older children use a buzzer system to alert staff to open the gate to the coach house where the older children are accommodated. Parents spoken to during the inspection verified that there are effective means of communication in place and that they are well informed of their child's progress, any concerns and events happening in nursery. They stated that information is shared verbally each day and younger children have daily diaries. Many parents actively sought out the inspector to speak about the good quality service that they feel they receive from the nursery.

All staff have a Disclosure and Barring Service check, and a robust recruitment and induction process is in place for new staff. Daily supervision of staff is good and ensures that they are well deployed so that children are kept safe at all times. Appropriate training is sought and support offered following appraisals and regular supervision meetings. The manager is the named behaviour coordinator and a comprehensive behaviour policy refers to achieving positive behaviour and to children being supported in having time to reflect on their behaviour. The policy states that they will 'discuss the consequences of actions' with the older children. Staff spoken to were clear about this, one stating that, 'a calm and consistent approach works best'. Consequently, children's behaviour is good because staff consistently apply the behaviour strategies documented in the policy.

Monitoring of the educational programmes is good as staff have a sound understanding of how young children learn. The manager works alongside her staff and so knows both the children and staff well and is able to accurately monitor practice and is aware of the development needs of children and staff. The manager oversees and regularly checks children's learning journals to ensure that they are up-to-date, and that observations and tracking accurately reflect children's learning and progress. The manager is proactive at providing training for all staff and promoting further professional development through higher level qualifications. The manager is effective in monitoring the nursery's good implementation of the learning and development requirements to ensure all children make good progress. The nursery has developed a, mostly, effective self-evaluation process. The views of all staff, parents and children are sought, valued and included. This information is organised to form some action plans to implement further ideas for improvements. However, there is scope to expand the focus of the planned priorities for improvement and their impact on continuing to enhance children's good progress.

### **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

<b>Unique reference number</b>	223253
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	939372
<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>	35
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Mrs Elizabeth Locke & Mr Richard Moulding Partnership
<b>Date of previous inspection</b>	06/10/2009
<b>Telephone number</b>	01509 213329

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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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