

Parklands Nursery

The Pavilion, Coney Hall Recreation Ground, Chruch Drive, Coney Hall, West Wickham, BR4 9JJ

Inspection date	16/01/2014
Previous inspection date	16/06/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent understanding of children's next steps and track their progress from their starting points.
- Staff provide a nurturing environment where all children feel a sense of belonging.
- Leadership is inspirational engaging with local parents to support their children's care, learning and development in the setting and at home.
- Leadership is highly effective in monitoring staff practice that impacts on the children's outcomes for example, peer observations and supervision.

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

- Inspector carried out observations indoors and outdoors.
- Inspector observed hand washing and a snack time.
- Inspector viewed children's development records and spoke to children and staff.
- Inspector met with the manager and sampled policies.
- Inspector spoke to numerous parents.

Inspector

Jane Winnan

Full report

Information about the setting

Parklands Nursery is a privately owned group which opened in 1996. It is situated within the pavilion of Coney Hall Recreation Grounds, located in a residential area of West Wickham, in the London Borough of Bromley. The premises includes two playrooms, an entrance hall with disabled access, children's bathroom, kitchen, office and staff facilities. There is an enclosed outdoor play area which is accessed directly from the main playroom. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 49 children on roll during the school term. The nursery is in receipt of 'free early education' for two, three and four year olds. The nursery may on some occasions provide care for three weeks in the summer holidays for existing children at the nursery and their siblings to a maximum of 40 children between three and eight years old. This is not currently in operation and not included in this inspection.

The nursery is open each weekday during term time for 38 weeks a year. It opens on Mondays, Tuesdays and Thursdays between 8.30 am and 4.30 pm; on Wednesdays between 8.30 am and 1 pm and Fridays between 9 am and 12 pm. Children can attend a variety of sessions. Lunch can be added to extend a morning or afternoon session. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs nine members of staff who work directly with the children. The provider is supernumerary each session and holds an Early Years Professional Status qualification, and also has a qualified teacher status. All nine staff hold relevant childcare qualifications, with four staff having a level 3 qualification, one member of staff having a level 4 qualification, and one member of staff having level 2 qualification.

An extension to the nursery opened in 2011. It has one large room with a kitchen and toilets off the hall. The hall links to the other hallway in the main building. The nursery runs several groups including; a baby group on Thursdays for children under 22 months from 1.15 pm - 2.45 pm, a group for toddlers on Tuesdays and Fridays 9.15 am -10.45 am and 'The Parklands Pit Stop' meets on Wednesdays and Fridays from 3.30 pm - 5 pm.

What the setting needs to do to improve further

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

- provide further opportunities in the nursery for children to observe living things and explore natural resources in the environment.

Inspection judgements

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

Children are happy and flourish in a nurturing and highly stimulating environment. Staff present activities to children in an attractive and appealing way that motivates children to join in and make connections in their learning. Staff keep meticulous development records of children's learning, completing observations and tracking children's progress from their starting points. Children's future support is discussed at half-termly meetings, enabling staff to be highly effective in supporting children's learning and development through a range of topics and activities. Staff share children's progress with their parents who are able to contribute to their learning and development record. They speak highly of the rich, varied and imaginative experiences for children. Staff have very high expectations of all children, including those with special educational needs and/or disabilities and those learning English as an additional language. Staff work particularly well with parents and other professionals to develop individual educational programmes to support children's learning and development so that no child falls behind.

Staff actively involve themselves in children's play and effectively model language as they interact with the children. Children's personal, social and emotional skills develop during activities such as completing a jigsaw puzzle. They learn to take turns and are supported to consider the needs of others. Staff provide a narrative for what children are doing and ask questions such as, 'have you lined up the edges?' and 'does it fit?' Children have opportunities to complete jigsaw puzzles independently. Staff are highly skilled at knowing when not to intervene when children display concentration and persistence, adding wooden numbered fingers to the right and left hand, for example, so children learn by trial and error.

Staff sit with children in the creative area, supervising activities such as marble painting. They encourage children to choose the colour of their paper, draw around the tin and cut out the shape using scissors. Staff ask children to put the excess paper in the bin, encouraging children to tidy up after themselves, fostering independence. Children practise their physical skills, scooping a marble out of a pot of paint with a plastic tea spoon and dropping it into a tin, for example. Children are excited about the patterns they make and staff listen with interest to what they say. When children ask that a particular pot of paint be passed to them, staff are skilled at supporting children's social skills and repeat back sentences to include 'please'. Staff use strategies that are highly effective when teaching children to write their name on the paper. They encourage writing skills by finger pointing and using verbal prompts.

Children benefit from staff planning small group activities for different age groups and/or abilities to challenge younger or older children in their learning and development. Staff use a letter roll-a-ball activity to support older children to learn how to write letters. Children ask 'what's this letter?' and then say 'is it a 'b''. The ball is rolled around the letter and children, having observed the direction of the ball, write the letter on to a white board. Staff are skilled at using timely interventions to support children when they need help that impacts significantly on their progress. They reinforce mathematical concepts using

positional language referring to the ball moving 'up' and 'down', for example. Literacy skills are higher than expected for their age and they have acquired the key skills needed for the next steps in their learning, including school.

Children are highly engaged with staff during activities. During the inspection children benefited from a creative potato head game. Staff use exceptional teaching strategies asking open questions and encouraging children to problem-solve for example, 'what do you think will go next'. Staff give children time to answer. Children are encouraged to name and find the parts they need, promoting their language development. Staff ask 'what do we find underneath the nose' and give praise when children answer correctly. Staff extend the activity asking 'what do you do with your teeth?' and children talk about eating and cleaning their teeth. Staff promote children's mathematical development asking children 'how many do we need?', counting the facial parts with children. They follow children's interests, for example, in encouraging children to look at sun glasses, comparing these to other glasses. They talk about sun glasses protecting their eyes from the sun and this gives children an awareness about keeping themselves safe. Children begin to understand what they need to do to make friendships and build positive relationships with their peers when staff gain eye contact and say 'that's good sharing'.

Children have opportunities to explore the effects of water. They complete junk modelling, selecting a range of materials and tools to make robots. Boxes, cardboard tubes, plastic cups, tape, paint, pipe cleaners and decorative bits are accessible to help children create and design. Children use their imagination 'making a back-pack' for their robot. Staff encourage children to explore their ideas asking, 'what would you like to put in your back-pack'? The creative area is organised so that an abundance of materials and tools are freely available to children so they can create and design, enhancing other areas of children's play, for example, in the role play area. Children learn about other people and differences through the extensive resources, reflecting all areas of diversity, for example, disabled and multi-cultural play figures, wild animals and a range of books. At registration children say hello, hola and bonjour and staff follow children's interests, asking which countries the words come from. Parents are encouraged to share their culture with the group. For example, they write welcome in their own language for the welcome board in the hall.

All children are well behaved and join in singing and copying the actions during music sessions. They sing a wide range of familiar nursery rhymes and staff ask questions when appropriate, and encourage children to participate. Staff are excellent at telling stories and children are captivated by the props used at story time. Staff manipulate the three little pigs and wolf skilfully and children join in with the story, anticipating key events and phrases. Children look at books independently and books are used with other resources to support and extend children's learning. A small room off the hall enables children to use a headset listening to stories and music using computers.

Children enjoy free-flow between indoors and outdoors. There are ample opportunities to participate in a range of physical activities for example, a seesaw, slide, football and pedal bikes. A soft play surface minimises accidents, however walking along a low wall allows children to take some risks during their play. Children have some opportunities to explore the natural world as the building is located in a park. Staff have involved children in an

innovative community project growing plants to put in the flower beds along a footpath to improve the environment for everyone. Vibrant wall displays of children's art work that are all individual demonstrate children's creativity having the freedom to make choices and see themselves as learners.

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

All children settle well, having formed appropriate bonds and secure emotional attachments with their key person and other members of staff. Successful transitions are supported by children attending the baby and toddler groups at the nursery as staff get to know the children and families well. Children have a strong sense of belonging and on arrival they find their own photograph on a board and place it above their coat peg, next to their name they have written themselves. Staff organise time and space very effectively and familiar activities for new children. For example, playing with dough and singing nursery rhymes allows children to settle quickly.

Staff support children's understanding of the importance of a healthy diet, physical exercise and managing their own care routines. They support children's growing independence by offering stickers to children using the toilet for themselves. Children and staff wash their hands before snack time. Staff wash the fruit and involve children in preparing the snack, cutting up the fruit on a chopping board using a knife under close supervision. They can choose sliced pieces of apple, banana, pear and plain biscuits. Water and milk is made available and staff help children pour the milk into open cups. Children can help themselves to water from an urn at a nearby table. One member of staff acts as cook and holds a food hygiene certificate. Healthy nutritious meals with plenty of vegetables are prepared for children on site. Children also experience multi-cultural food for example, sweet and sour chicken and noodles. A weekly menu is displayed to parents in the entrance hall so that they can follow their children's diet.

Staff provide excellent guidance for children about what is acceptable behaviour and ask children to share, take turns and not to run in the nursery. They intervene and get down to the children's level, gain eye contact and talk to the children about their behaviour. These strategies are highly effective and children develop confidence in social situations so they are emotionally prepared for transition into school. Parents comment about the improvement of behaviour at home and that children are learning social manners. Furniture is clean, appropriate and in good order. Risk assessments of the environment and clear explanations about conduct ensure that children know how to behave and are kept safe. A good level of resources on shelves are organised in clear plastic boxes that are labelled and named. This encourages children to select and make choices about what they want to play with. However, children tend to play with the abundance of resources available to them set out in the nursery.

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

Leadership is inspirational and leaders have a strong drive to continually improve. In pursuit of excellence, to maintain the highest levels of achievement in all of the settings' activities, the manager delivers high quality professional supervision that impacts on the staff's practice. Leadership fully supports ongoing professional development so staff are qualified and continue to develop and implement their childcare skills and knowledge through relevant training opportunities.

The manager has an excellent understanding of meeting the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. The nursery has robust systems in place to ensure the safe recruitment of suitable and qualified adults. Policies and procedures have been reviewed. The adult-to-child ratios are maintained and a folder with written statements and photographs show the educational activities and experiences offered to children. Staff complete child protection, first aid, and behaviour management training and show an excellent understanding of their responsibilities to safeguard and promote the welfare of children. The manager completes records for children's medication and minor accidents following the nursery's policies and procedures.

Leadership is innovative, demonstrating an exceptional sense of community in raising money to build an extension that offers activities to different age groups of children and families in the local area. Parents/carers feel supported and it means that babies and toddlers have excellent consistency of care as they move across into the setting, helping children to settle quickly. Parents/carers speak highly of the nursery and the activities on offer. Parents comment on the progress their children are making and the support they are offered by members of staff and other professionals. They speak about the excellent parent meetings that are very popular. Parents enjoy reading the newsletter and find the centre pages very useful as it helps parents continue the projects the children are doing at home. Parents can choose a book with their children and take it home to read, furthering parents engagement in their children's learning.

The Manager continually self-evaluates the provision she provides, ensuring it is inclusive by incorporating the views of all staff, parents, children and other professionals that visit the nursery. Staff are highly reflective at staff meetings and they work as a team to improve children's outcomes. The manager carries out peer observations and gives staff feedback on their practice to ensure they are constantly improving their already first rate understanding and practice. They have further opportunities to share their ideas and express their views at supervision and yearly appraisals. Children help contribute towards the topic with staff finding out what they already know and listening to their ideas. The manager holds meetings with parents and seeks their views using parent questionnaires. A paper copy of the Ofsted self-evaluation form shows the working progress of how the nursery plans to improve.

Children with 'special educational needs' and/or disabilities are well supported through highly effective partnerships with parents, the local authority and other professionals. The manager sources training for staff so children's identified needs are targeted for example, Makaton training. Parents comment that they feel reassured having the additional support and know the importance of early intervention so children are ready for school. The nursery has good relationships with the health visitor who visits the nursery. Staff

complete progress reviews a few weeks after children start and these can be given to parents of the youngest children to take along to their child's two year old progress check. All previous recommendations have been fully completed, demonstrating a clear ability to improve and develop the provision provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	137241
Local authority	Bromley
Inspection number	825660
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	49
Name of provider	Alison Regester
Date of previous inspection	16/06/2010
Telephone number	0208 462 0671

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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