

# Parbold Douglas Nursery

Parbold Douglas C of E Academy, Lancaster Lane, Parbold, WIGAN, Lancashire, WN8 7HS

## Inspection date

Previous inspection date

21/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Management of the setting is strong. Consequently, staff are aware of their roles and responsibilities.
- Staff use effective teaching techniques during their interaction with children and as a result, children make good progress.
- Staff demonstrate a good understanding of how to safeguard children and the steps to take if they have a concern. Therefore, children are effectively safeguarded while at the nursery.
- The nursery is bright and welcoming, with resources effectively organised into areas of learning. This supports children to make independent choices in their play and consequently, they are confident learners.
- Strong relationships with parents are based on good communication and effective information sharing.

### It is not yet outstanding because

- Staff do not consistently collect sufficient information from parents to fully assess children's abilities as they start at the nursery.
- Children are not always allocated a key person as promptly, in order to ensure they settle into the nursery quickly.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation of an adult-led activity with the manager.
- The inspector spoke with the children and staff throughout the inspection and held meetings with the management team.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and plans for improvements.
- The inspector took account of the views of parents spoken to on the day of the inspection and parents' written comments.

## Inspector

Anne Parker

## Full report

### Information about the setting

Parbold Douglas Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Parbold Douglas Church of England Academy in Parbold, Lancashire. The nursery has an outdoor play area and is managed by Parbold Douglas Nursery Limited.

The nursery employs six members of childcare staff. Of these, five have an appropriate early years qualification. Two of the staff hold Early Years Professional Status qualification and three hold qualifications at level 3. There are 45 children on roll, all of whom are in the early years age range. The nursery opens Monday to Friday from 7.45am to 6pm, all year round, except bank holidays.

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

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

- enhance the key person system further by promptly allocating staff to children, so that relationships are established as children start and they are supported to settle quickly
- collect consistently sufficient information from parents to establish children's achievements as they start at the nursery.

## Inspection judgements

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

The nursery is bright, welcoming and stimulating. There is a good range of equipment, which is effectively organised into areas of learning and allows children to make independent choices. Teaching is rooted in a comprehensive knowledge of how children learn. Staff use a range of effective techniques, which promote children's learning. For example, they model language and extend children's vocabulary by introducing new words into the conversation. They use children's interests to engage them in discussions, using open-ended questions, which enhances children's critical thinking skills. For example, as children talk about the Winter Olympics, staff ask questions about how fast the athletes ski down hill. Staff use everyday activities to talk about numbers. For example, as they take their snack outside, the children are encouraged to count how many cups and plates they need. Children make a shopping list for their pretend picnic and staff use pretend money to teach children simple addition and subtraction. Staff engage children in sorting and problem solving games and talk to them about mathematical concepts as they play in the sand. Therefore, children are developing a sound understanding of numbers and

mathematical concepts. Children's physical development is promoted as they play outdoors where they have access to a large wooden structure, which they use to climb and slide. A planned programme of multi-sports is also provided to ensure children are gaining a good level of physical development. Children also have opportunities to learn basic French and Spanish languages at the nursery. As a result, children make good progress in all areas of learning and development in relation to their starting points.

There are effective systems in place to track children's learning. Staff regularly observe children and use this information to carefully assess their achievements. This is used to plan their next steps and provide appropriate levels of challenge, to ensure children continue to make good progress towards the early learning goals. The nursery is based within and managed by a school, therefore, there is a strong emphasis on school readiness. Children are gaining the aptitudes and skills they will need for their next steps in learning, including school. They are confident and motivated learners, demonstrating an ability to lead their own learning, explore and discover for themselves.

Relationships with parents are strong. Parents' receive information on a daily basis about their child's day through an online programme, text messages and by staff chatting to them as they come to collect their child. Regular questionnaires help to collate parents' views about particular aspects of the care and education provided by the setting and these are used by staff to evaluate their provision. Parents are supported to continue the learning at home as staff provide activity sheets for those parents who want them. Information is collected from parents as children start at the setting, to help them settle. However, there is not always sufficient information collected from parents, so that staff can fully assess children's achievements as they start.

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

Children are happy, settled and enjoy their time at the nursery. The environment is arranged to support children's independence. For example, children can access a range of resources in each area to support their interests and learning and they can visit the bathroom independently. Staff promote children's self-care skills by providing appropriate support and encouragement to practise dressing and using fasteners. They know the children well and liaise with their parents to find out about what they are doing at home. There is an effective key person system in place and this helps children form secure attachments and promotes their well-being. However, this is not always established until children have settled into the setting and therefore, some children, particularly the two-year-old children do not settle as quickly as they might. Staff are good role models, using manners and reminding children to respect each other. Children behave well because staff give clear and consistent messages about what is appropriate behaviour. They gain awareness of diversity and equality through a range of activities, for example, by learning about festivals, such as Chinese New Year. Children also learn nursery rhymes in the languages of the children who attend and the staff have a very positive attitude towards gender equality. Therefore, children demonstrate that they are not constrained by gender specific roles and are learning to respect and tolerate each other's differences.

Staff demonstrate a high level of awareness of potential harm to children and follow

effective practices to keep them safe. For example, they lock the doors and gates to prevent unwanted visitors and ensure children are unable to leave the premises without an adult. Children are developing a good understanding of risk as they confidently climb and move along on the wooden structure outdoors and make a line of stepping stones to balance on. Staff skilfully support these activities by being available to suggest alternative ways and by talking to the children as they feed bread sticks to the chickens. Healthy lifestyles are consistently promoted as staff provide a range of healthy snacks and meals for children. They use these and other opportunities to talk to children about why it is important to eat fruit and vegetables.

Transitions into the nursery and from the nursery into school are managed well. Children and their parents can visit the setting, prior to their start date to explore the environment and meet the staff and other children. Staff prepare children well for their next stage in learning, especially school. All children routinely spend time in the school environment, having lunch in the dining hall or engaging in activities in various parts of the building. Children have made secure attachments with their friends who will progress with them to school. They demonstrate high levels of confidence and a good understanding of what school will be like. This is as a result of staff talking to the children, using stories and other media to help them prepare. Therefore, children are emotionally prepared for their transition into school.

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

Leaders and managers at the nursery are very clear about their responsibilities to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are well met. There are robust recruitment and selection procedures, which ensure that all staff are appropriately checked before they have contact with children. Staff are provided with written copies of all relevant policies and procedures at induction and demonstrate a clear knowledge about what to do if they have a concern about a child. All staff are required to attend regular safeguarding training to ensure their knowledge and skills are up to date. A wide range of risk assessments are carried out, so that the environment is safe and all staff are aware of potential risks. Children are, therefore, effectively safeguarded.

There are comprehensive systems in place to monitor the learning and development of all children. Managers ensure that assessments are consistent and children's achievements are tracked to identify gaps in their development. Staff are supported through a programme of peer observations, supervisions, appraisals and appropriate training opportunities are sought to improve their knowledge and practice. Self-evaluation is robust, taking into account the progress of the children and views of parents. There is a clear drive for improvement, which is demonstrated by plans to recruit new staff and support existing staff to gain further qualifications. There are also plans to move the nursery into a different part of the school building, which will provide a larger space to accommodate the children.

Partnerships with parents are well established and their views are regularly sought to help improve the provision and to support children's learning. Staff also have good networks of

support with other agencies, which ensure they can secure appropriate interventions for the children in their care. For example, staff are able to arrange for interpreters to attend and they liaise closely with other settings to share information about children. Therefore, the needs of individual children are effectively met.

### **The Childcare Register**

The requirements for the compulsory 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	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

<b>Unique reference number</b>	EY463519
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	933879
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Parbold Douglas Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01257462007

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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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