

Park View Day Nursery

Kinson And West Howe Children's Centre, Moore Avenue, Bournemouth, BH11 8AU

Inspection date

Previous inspection date

07/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Children flourish at this setting and engage enthusiastically in creatively planned activities in warm and highly inviting child friendly spaces. Staff support children's interests and provide interesting challenges that extend their learning and development.
- Staff successfully provide an inclusive environment where children form secure emotional attachments and develop high levels of confidence and self-esteem.
- Highly effective use of tracking systems means that managers and staff have an accurate understanding of children's development and use this to plan highly stimulating experiences. As a result, children make excellent progress.
- Staff support children extremely well in the development of their communication and language skills. They encourage children to express themselves and staff use words, signs and visual aids in a highly effective way. This means all children become effective communicators.
- Excellent partnerships with parents and other professional's leads to effective sharing of information, which staff use to provide extremely good levels support to children and their families.

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.

Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector observed children's play and practitioners' interactions indoors and outdoors.
- The inspector spoke with the manager, staff and children.
- The inspector sampled a range of documentation, including children's records, policies and procedures, staff records.

Inspector

Judi Naish

Full report

Information about the setting

Park View Day Nursery is one of several settings managed by the Church of England Children's Society and was registered in 2013. It operates from purpose built premises within Kinson and West Howe Children's Centre, Bournemouth. Children share access to all the playrooms and secure outdoor play area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The setting is registered on the Early Years Register.

The nursery is in receipt of funding for the provision of free early education for two, three and four-year-old children. There are nine staff working with the children; of these three have Early Years Professional Status, three of which have reached degree level and one holds an MA in education. There are four staff with appropriate childcare qualifications at level 3, one with qualifications at level 2 and a further member of staff is currently training towards a level 3 qualification in child care. The nursery has close links with other agencies and supports children with special education needs and/or disabilities and works closely with the local children's centre.

What the setting needs to do to improve further

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

- consider revising staffing arrangements at the start of the day, to enable the sharing of sensitive information to take place between carers and staff.

Inspection judgements

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

Staff support children extremely well to make excellent progress in their learning and development, as highly motivated staff team enter into children's play. Staff fully challenge children as they enjoy the support and interest of staff in exploring avenues of interest and new ideas. As staff use words, signs and symbols, children's confidence and levels of involvement in the activity increases. Using extending questions, staff encourage children to think through new ideas and to add to their existing knowledge. For instance, during a game involving a Russian doll, children explore size language as they use their physical skills to take the doll apart. Having achieved this, they are now encouraged to put all the dolls back to together as one doll. Children are keen and enthusiastic as staff support them to use words such as big, bigger, biggest. At the point when the activity is thought to be complete, a doll is discovered, which leads to the greatest learning challenges yet. Staff support children as they focus on solving the problem of how to fit the doll into the stack. Through sensitive levels of space given to allow children to think through and solve the problem, children are able to use words and discover the solution to the problem themselves. This means children are confident to try new experiences involving problem

solving and gain useful language for critical thinking.

The nursery is inspiringly well organised and provides a warm and stimulating environment for all children. Staff maintain areas of quiet and areas of enthusiastic activity, allowing children to choose their preferred learning environment. As children play, high levels of cooperation with one another are visible, as each is able to follow their interests and explorations fully. Staff give children time and encouragement to explore activities of choice fully. For instance, an activity using ice cubes and frozen peas is available. As some children focus on the feel and look of the ice, others focus on using tools such as spatulas to mix and select peas for their pots. As the items defrost, staff encourage children to notice the changes taking place as staff join their play and support their experience with descriptive words and open-ended questions. Children make choices of whether to play indoors or outdoors. Staff are highly effective in deploying themselves across the indoor and outdoor spaces. This means that they are able to fully meet the needs of children.

Staff show exceptional skill providing excellent opportunities to support the development of children's communication, language and literacy skills. For instance, during group story time involving a group of children with a wide range of focus levels and needs, the practitioner uses a sleeping teddy to engage the children's attention. Children are quickly captivated by the need to wake 'listening ted'. Staff explain that listening ted needs to see signs and hear voices in order to wake up, ready to listen to the story. Children join in enthusiastically using a mix of signs and words to wake sleeping ted. As children's attention is engaged, a story is read using small puppets that some children are invited to hold and the opening of flaps on each page for others to participate in. As a result, staff fully engage children's attention as they make excellent progress in understanding, communicating, speaking and listening. Staff invite children to make choices on their arrival between two possible focus activities displayed as pictures. At the end of circle time, staff invite children to find out the result. As they count the number of tokens, it becomes clear an activity using ice has won. Children squeal with delight as they see their choice of activity has won.

Through an excellent key person system, staff encourage parents to participate in assessing their child's developmental progress and identifying emerging areas of interest. Staff use highly effective systems of assessment, which provide valuable information that they use to plan for children's emerging next steps. This means staff fully support all children to make excellent progress during their time at nursery.

Staff have high expectations of all children who attend and actively seek to promote equal opportunities, ensuring all children and families feel safe and included. Parents are encouraged to share relevant information with staff especially as they settle their children in at the start of the day. However, in order for this to be fully effective appropriate staffing arrangements need to be in place to facilitate this. Staff do extremely well in supporting children with special educational needs and/or disabilities and those children requiring additional support in speech acquisition. For instance, as staff encourage children to make choices at breakfast and spread their own butter, they use words and signs with ease. Staff visibly support children by this, which enables them to participate fully in the activity. Staff use individual educational plans to specifically focus on learning

objectives for children to ensure they make the best progress that they can.

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

Staff are exceptionally sensitive and caring as they form secure attachments with the children in their care. Through a robust key person system, staff take time to get to know each child and their family, supporting children through the process of settling in. As a result, children settle into routines quickly and confidently as they begin to explore, play and make friends. Staff prepare children well for their next steps and make the move from one group in the nursery to another with ease. Children display high levels of cooperation with one another as they play. Staff act as excellent role models providing guidance and encouragement as children learn to care for and share with one another. Through the praise and encouragement of staff, children try new skills, take turns and share. This means children learn to value one another.

Children flourish as they enjoy focus times with their key person. Through creatively tailored activities, children feel valued and special. As a result, children confidently try activities of challenge to them as the key person offers encouragement and praise. For instance, staff invite children to choose from a number of stones with different faces showing emotions on them. As an angry face is chosen, a discussion is initiated by a child and steered by their key person. Children learn through discussion how to manage angry moments and how to resolve conflict peacefully. Children respond confidently, sharing the rules for kind behaviour and turn taking with the key person.

Staff encourage children to make healthy choices as they choose from a range of foods at breakfast and snack time. They show increasing independence as they spread butter and scoop cereals. Staff remind children to take care as they use knives and clear explanations are used. As a result, children's increase their knowledge and understanding of how to stay safe. Children are able to transfer this knowledge when they are using a real saw in the garden. Discussion about the care needed when using a sharp blade mean children are able to manage appropriate levels of risk under staff supervision. For example, staff encourage them by testing their skills of cutting on other materials such as wood.

Staff are highly reflective of their practice and use this to respond to the change in direction of children's interests. For instance, as children reach the end of an activity, staff are alert and responsive to children's changing needs and focus. Staff are highly efficient at engaging children in new activity and placing themselves so that children remain fully supported and engaged in meaningful play. Staff display exemplary levels of knowledge and understanding of how children learn. This is demonstrated as staff focus on establishing the foundation stages for each child's development. Focusing on children's social and emotional development, communication skills and physical development, staff inspire children to become motivated learners as these fundamental areas of development are securely in place.

The effectiveness of the leadership and management of the early years

provision

The management team and staff have an excellent understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Staff are passionate about working with children and their role in helping children to become effective and engaged learners. Management use a robust recruitment process, which helps to ensure that all those working with children are suitable to do so. All staff attend safeguarding training and have appropriate checks carried out on them. Staff demonstrate a thorough knowledge and understanding of child protection issues and the correct procedures to follow should they have a concern about a child.

A high proportion of the staff team hold Early Years Professional Status. This is reflected in the excellent quality of assessment and planning of creative activities staff use to challenge and extend individual children's thinking and skills. Through a full-embedded culture of ongoing assessment and evaluation, staff regularly carry out peer observations to support one another in their continuous quest to improve and further develop their effectiveness with the children. The management provide excellent leadership as they inspire and motivate the staff team through extensive supervision processes and lead by example. Children's feedback is sought creatively using staff photos and a plan of the nursery to identify what children like about different staff and where they like playing. Management use this to identify achievements and strengths and to further fine tune staff's professional development. For instance, some children highlight a particular staff member's strength, as they are fun to play with in the garden.

The manager closely monitors the progress of all children across the nursery and uses random case studies to support this. This means that staff accurately assess children, identify their next developmental steps clearly and accurately track their progress across all areas. Using this, the leadership team and key person ensure support for each child to make the best progress they can. Staff have high expectations of each child to achieve and make good progress. As a result, children take pride in their efforts and are confident as they attempt activities of challenge.

Highly effective partnerships between the nursery, parents and other external agencies enable staff to quickly identify and meet children's needs exceptionally well. The nursery is extremely proactive in supporting children to make good progress and in establishing strong partnerships to make this possible. For example, parent's involvement in prioritising children's next steps is highly valued, which means children benefit from consistent expectations at nursery and at home. Parents are extremely happy with the progress their children are making, giving clear examples of significant steps of developmental progress being made.

Self-evaluation is a key feature of the nursery and staff use this to continually identify areas for development in relation to all aspects of the provision. An example of this has resulted in changes being made to the layout of rooms and outdoor spaces for the children. Cosy zones, sensory zones, construction zones and focus zones are some of the areas that have benefitted from adjustment following observation of children's play and individual needs. As a result, all children are confident in the environment, making active

choices based on interest, challenge and preference.

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	EY470132
Local authority	Bournemouth
Inspection number	941868
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	87
Name of provider	Church Of England Children's Society
Date of previous inspection	not applicable
Telephone number	01202593086

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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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