

# South Parade Day Care & Out of School Club

South Parade Primary School, Fildes Street, GRIMSBY, North East Lincolnshire, DN31 1TU

<b>Inspection date</b>	27/06/2014
Previous inspection date	13/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- The management and staff are highly committed to ensure that children with special educational needs and/or disabilities and those who speak English as an additional language receive high levels of support and have developed effective partnerships with parents and other agencies. This means that all children make good progress towards the early learning goals.
- Observation, assessment, planning, tracking and monitoring are effective. This results in individual children's needs and interests being supported and helps them to prepare for transition into the next stage of their learning.
- Leadership and management is strong and there is high expectation and challenge that is shared by all within the nursery. This ensures that children have a broad range and depth of experiences to support and enhance their learning and development across the seven areas of learning.
- An effective key-person system enables staff to form secure and trusting relationships with children and parents. This empowers parents to contribute to children's learning and ensures that children's individual needs are met.

### It is not yet outstanding because

- There is scope to further promote children's independence and self-help skills.

## **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 and practice both indoors and outdoors.
- The inspector looked at children's records, planning, tracking, assessment and other required documents.
- The inspector held discussions with staff, children and parents.
- The inspector conducted a joint observation with the manager.

## **Inspector**

Ann Hume

## Full report

### Information about the setting

South Parade Day Care and Out of School Club was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Ormiston South Parade Academy, in Grimsby, north-east Lincolnshire. The governors of the school run the nursery. The nursery mainly cares for children under three years and can provide care for children over the age of three years, however, these children come under the provision of the school. Children are cared for in separate rooms according to age and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff and a cook. Of these, one holds a degree in early years, three hold foundation degrees at level 5, 10 hold appropriate qualifications at level 3 and one holds an appropriate qualification at level 2. The nursery opens Monday to Friday, all year round, apart from bank holidays and the week between Christmas and New Year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 137 children on roll for the whole provision, with 100 of these children in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those 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 opportunities for children to further develop growing independence and self-help skills, by encouraging them to serve their own meals and pour their own drinks.

## Inspection judgements

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

The learning environment is bright, spacious and well planned to provide children with freedom of choice and experiences across the seven areas of learning. Staff provide well-organised environments with interesting and stimulating experiences to support children to become engaged and motivated. Resources are in good condition and the low-level storage enables children to independently access resources for themselves. Children enjoy their time at nursery, where they have fun, supported by staff who are confident in their teaching and interaction skills. Children's communication and language is actively encouraged through discussion and appropriate open-ended questioning in all activities. The quality of teaching is good and the key-person system and focus group activities support all children to sustain concentration and consolidate their learning. Staff enhance and extend children's learning and development by following their interests, providing quality experiences and engaging in fun play opportunities. For example, a tray containing

water is on the floor in the younger children's room. Paintbrushes are provided and large sheets of sugar paper placed outside the tray. Children pick up the brushes and begin to make marks on the paper. Children decide to climb into the tray wearing shoes and a staff member excitedly joins in. She removes her own shoes and then the children's and they all step into the tray. There is lots of laughter as children respond to the water on their feet. Together they explore the water and discuss the temperature and how 'slippy' the tray feels. As they step out of the water children observe their footprint on the paper. Staff member steps out and makes a foot print. They compare the size of the prints to their feet and they count their toes. This provides a valuable learning opportunity that is recognised as such by staff and provides a good level of sustained shared thinking that promotes learning and development.

Staff use recommended strategies from other professionals effectively to support all children's communication and language skills, including those who speak English as an additional language and those with special educational needs and/or disabilities. Activities provided ensure that all children are included and they are provided with meaningful experiences that meet their individual need. Children are responsive to frequent praise and encouragement and there is a clear focus by staff on acknowledging their achievements. For example, children work in a small group, in an adult-led activity with a focus on communication and language. Staff differentiate the learning outcomes based on children's ability level. Staff successfully use visual signs, prompts and gestures to engage all children, including those with English as an additional language. This helps all children to become involved and develops their understanding. Observations and assessments are recorded on a tablet device and the nursery subscribes to a web-based application based on the Early Years Foundation Stage guidance. Detailed assessment records are collated and tracking and monitoring sheets are produced. This enables staff to identify gaps in learning and development at an early stage and to take steps to address this quickly. This supports all children to make good progress towards the early learning goals.

Children's starting points are identified alongside parents at the point of admission to the nursery and children's progress is shared with them regularly. Parents are encouraged to share information and experiences children have at home and these are recorded in children's profiles. Staff maintain high levels of communication with parents about children's learning and development and successfully engage them in reviewing and planning for children's progress. This helps to ensure that children receive consistent learning support between the nursery and home environment. The progress check for children between the ages of two and three years is completed in partnership with parents and children's profile records in this age group are well established, taking into account the prime areas of learning. Positive relationships and regular communication with parents enables information to continuously inform and develop children's learning and development.

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

Children are engaged in their play and have formed strong bonds and attachments with staff caring for them. This enables children to settle well and develop secure and trusting

relationships with staff who know and understand their needs. Children benefit from regular opportunities to play outdoors and engage in activity that promotes their physical skills. This also provides experiences that broaden their learning further and offers children fresh air and exercise, which supports their physical and emotional well-being. There is an effective key-person system with an identified second person known as a 'significant other' within the nursery. This helps children to learn how to be independent by providing consistency of care and education for children and supports effective communication with parents.

Staff act as positive role models, setting clear examples for children as they learn to co-operate and respect each other. On occasion, when children display unwanted behaviour, staff are quick to respond and manage this in a sensitive and calm manner. This enables children to develop a good understanding of how to manage their own behaviour and as a result, children are well behaved, cooperative and demonstrate high levels of confidence and self-esteem. They have regular opportunities to visit the main school and the nursery provides before and after school activities in the school hall. This provides parents with wrap around care and supports effective transitions to prepare children for their next stage of learning.

Children are encouraged to become independent with their health and self-care skills. For example, older children put on and take off coats and shoes with minimal support. They help younger children to dress themselves for outdoors and put on aprons for messy activities. However, children's independence is not always effectively promoted during snack and lunchtime routines, as they are not encouraged to serve themselves. Meals are plated up from a large bowl by staff and drinks are poured for them. Staff consistently reinforce safety messages to children. For example, when the floor is wet they explain to children that it will be slippery and to take extra care when walking in that area. They also complete regular daily checks on the environment, resources and equipment and check registers at regular intervals. As a result, children's safety is maintained effectively. Parents spoken to during the inspection, who inform that they are happy with the measures taken to ensure the safety and well-being needs of their children are met, further support this.

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

Considerable improvements to staffing, risk assessment processes and the environment have been made since the last inspection and subsequent monitoring visit to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are met. This has significantly improved children's safety and well-being. Managers and all staff have a good understanding of safeguarding and what to do if they have a concern about a child in their care. This means children feel safe and are safe in a secure environment. Risk assessments, policies and procedures are regularly reviewed and implemented well. Daily checklists for the environment and resources are completed at regular intervals throughout each day and staff work proactively with the linked academy school governors, who hold responsibility for the nursery to ensure the safety and well-being needs of all

children is maintained. Because of increased levels of vigilance and consistent practice of all staff, children attending the nursery are safeguarded effectively.

The nursery establishes and maintains good partnerships with other professionals involved with children attending the nursery to ensure a consistent approach to supporting children's individual learning and welfare needs. Staff support children with special educational needs and/or disabilities and their families. They work closely with other relevant professionals to provide specialist support on an individual basis. This ensures children's emerging needs are identified early and efficiently and appropriate interventions support their learning and development needs to enable children to make good progress across the seven areas of learning. Partnerships with parents are good and there is a wealth of good quality information provided on the nursery notice boards, which provides them with a good range of information. Parents are positive about the care their children receive and explain that staff are supportive and that children are happy to attend the nursery. They express their appreciation of the welcoming, professional approach of staff, how they feel valued and how they value the service provided. Parents are kept updated and informed about children's progress in a variety of ways. This includes face-to-face conversations, access to their child's profile and individual learning plans, invitations to meetings and regular formative and summative assessments of children's progress. Questionnaires are used to obtain the views of parents and this enables the manager to continuously evaluate the effectiveness of the nursery provision. Good links are made with teachers to support children during times of transition and into the next stage of learning.

There is a clear commitment by the management for continuous improvement and the nursery staff regularly review the self-evaluation and contribute ideas towards improvement. Staff are confident in the delivery of the educational programmes and these are monitored by senior staff and management on a weekly basis. They clearly understand how children learn through play and provide opportunities through a range of different learning experiences and activities. Regular observation and assessment identifies future learning needs through next steps, which are used to guide and shape the planning of children's activities. The management of the nursery has a clear vision for future development and this motivation and high expectation is shared and communicated by all staff. Clear focused improvement plans set out priorities and accountabilities for the future and the nursery has action plans in place to ensure this happens in a timely and efficient way. The nursery has a clear vision for the future and has high aspirations for staff and children, which demonstrates commitment towards making the nursery an exceptional provision for all children.

### 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY286019
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	965320
<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>	74
<b>Number of children on roll</b>	137
<b>Name of provider</b>	Ormiston South Parade Academy Governing Body
<b>Date of previous inspection</b>	13/01/2014
<b>Telephone number</b>	01472 326030

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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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