

Park Day Nursery & Pre-School LTD

Crofton Community Centre, Stubbington Lane, FAREHAM, Hampshire, PO14 2PP



Inspection date

17 June 2015

Previous inspection date

13 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The owner ensures the safe and smooth running of the nursery, with all requirements met well. Effective induction and supervision procedures mean that all adults have a clear understanding of their responsibilities to safeguard children.
- All staff and parents are fully involved in the self-evaluation process, which the enthusiastic team use well to bring about continuous improvements for children and to maintain the nursery's good standards.
- The strong focus on improving the professional development of staff has helped to raise the quality of teaching and, in particular, increase the boys' writing skills.
- The well-established key-person system helps children to form very secure attachments with a designated member of staff. This promotes children's well-being effectively and provides a strong base for their learning.
- Staff work successfully with parents, other early years providers and outside agencies involved in children's care and learning to meet children's individual needs effectively.
- Staff use their observations and assessments of children well to help them plan activities that encourage their natural curiosity to learn indoors and in the garden. The learning environment is well organised, so children can be independent in their play.

It is not yet outstanding because:

- Staff working in the Tweenies room do not always use opportunities for children to develop their early reading skills in readiness for the next stages in their learning.
- Staff working in the pre-school room do not always have the highest expectations of what children can learn to do for themselves to become even more independent.

What the setting needs to do to improve further

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

- keep a careful check on how well staff plan to extend children's literacy skills in the Tweenies room
- make the most of all opportunities to promote further children's independence in the pre-school room, for example, at mealtimes.

Inspection activities

- The inspector observed staff and how they interact with children during play and learning activities, and how the routines and activities meet children's needs.
- The inspector had discussions with the owner, deputy managers and staff, and with children and parents to gain their views of the nursery.
- The inspector undertook joint observations with each of the two deputy managers, as the manager was not present at the inspection.
- The inspector sampled a range of documentation including staff's and children's records, assessment and planning documents, and safeguarding procedures.
- The inspector discussed the nursery's self-evaluation and how staff use the action plans to bring about continuous improvement.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a good balance of adult-led activities and those that children do by themselves. This means that children enjoy what they do and gain the skills they need now and for their future. Staff have a good knowledge of how children learn. They interact skilfully with children so that they all develop high levels of communication skills. Children are confident speakers. Staff helped babies and young children to develop control of their bodies as they explored paint. Staff said words, which children repeated, showing they understood, and which increased their vocabularies. In the Tweenies room, children confidently selected paper and pens and drew pictures, which increased their coordination and early writing skills. Staff skilfully stepped in and played alongside children who were building towers with bricks. They encouraged children to count the bricks, used language to increase their understanding of height and encouraged them to try again when the tower fell down. This promoted children's mathematical skills well and encouraged them to persevere. In the pre-school room, children, including many boys, showed very good literacy skills as they wrote words and knew letters and their sounds. Staff adapt activities to challenge each child effectively. For example, they provided a variety of shapes and lines on paper for children to practise their scissor skills. Staff encouraged children to talk about the shapes, such as the number of sides a square has, and to find objects in the room that were the same shape, to consolidate their learning.

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

Staff support children effectively when they move to the next room, so that they become familiar with the new staff and routines. Parents report they appreciate staff working with them to support their children's behaviour and encouraging them to eat healthily. This provides continuity for children, which helps them learn. Staff meet children's physical needs well and help them to manage their personal care in readiness for the next stage in their learning. Staff in the pre-school do not always promote independence effectively at mealtimes.

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

The effective management structure in the nursery means the quality of practice in each of the rooms is regularly monitored. The manager and deputies regularly check children's progress to ensure the educational programmes meet their needs. In doing this, they highlighted weaknesses in early writing skills. Improvements to the writing materials provided and where children can access them, such as outdoors, have markedly increased literacy skills.

Setting details

Unique reference number	EY358986
Local authority	Hampshire
Inspection number	835408
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	86
Name of provider	Park Day Nursery Ltd
Date of previous inspection	13 April 2011
Telephone number	01329 668686

Park Day Nursery & Pre-School registered in 1990. The nursery operates from rooms within the Crofton Community Centre in Stubbington, in Fareham, Hampshire. The nursery opens weekdays from 7.30am until 6pm throughout the year except for one week over Christmas and all public holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years old. Out-of-school care operates from 7.30am until 9am and from 3.15pm until 6pm during term time, and from 7.30am until 6pm during all school holidays, except for one week over Christmas and all public holidays. There are 13 members of staff employed to work with the children, including the owner and the manager. Of these, two hold relevant early years qualifications at Level 5, and 10 hold recognised early years qualifications at Level 3.

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