

# Park Hall Day Nursery

2 Liverpool Road West, Church Lawton, Stoke-on-Trent, Staffordshire, ST7 3DH



## Inspection date

29 October 2015

Previous inspection date

26 September 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not meet a number of Early Years Foundation Stage requirements. This leads to weaknesses in teaching that have a negative impact on children's welfare.
- Some policies, procedures and records are not well maintained, which does not promote the safe and efficient management of the nursery.
- Staff have minimal opportunities to benefit from regular supervision, training and ongoing professional development.
- Staff do not always follow required procedures for dealing with children's accidents, which compromises children's safety and welfare.
- The organisation of the nursery is ineffective when the out-of-school club is operating. This creates a disorderly environment that does not meet children's individual needs.
- Partnership working with parents and other early years settings children attend is not strong enough. This does not promote a consistent approach to children's care and learning.
- Children are not well prepared for school because they are not always given enough opportunities to practise their self-care skills and independence.

### It has the following strengths

- Staff are welcoming and caring and they develop positive relationships with children, which contributes to children's well-being.
- Staff use effective systems to track and monitor children's progress. This helps them to identify and address any gaps in children's learning.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:**

	<b>Due Date</b>
■ keep accurate records to show the identity checks and vetting processes that have been carried out to ensure staff are suitable to care for children	12/11/2015
■ provide staff with regular supervision, training and ongoing professional development opportunities to continually improve teaching and learning	12/11/2015
■ ensure all accidents, injuries and first-aid treatment given are promptly recorded and reported to parents	12/11/2015
■ improve the organisation of the nursery when offering out-of-school care to ensure the needs of all children continue to be met	12/11/2015
■ maintain a regular two-way flow of information with parents and other settings children attend to promote consistency in children's care and learning	12/11/2015
■ review and update all policies, procedures and records in line with the requirements of the Statutory Framework for the Early Years Foundation Stage	12/11/2015
■ increase children's confidence in their own abilities and develop their independence to help them become ready for school.	12/11/2015

## **Inspection activities**

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider and deputy manager, and looked at relevant documentation, such as the provider's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## **Inspector**

Jan Linsdell

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Weaknesses in the organisation and management of the nursery mean the arrangements for safeguarding are ineffective. Records to confirm that staff are suitable to care for children are insufficient. Policies and procedures have not been reviewed for a number of years. This means certain information is out of date, for example, the complaints policy. Some self-evaluation takes place, but this does not help the provider to identify and tackle areas for improvement. Monitoring of practice is weak and staff have few opportunities for regular supervision and training. This does not support their ongoing professional development or help them to improve their teaching skills. Staff show a suitable understanding of child protection procedures, which goes some way in helping to keep children safe.

### Quality of teaching, learning and assessment is inadequate

Staff use their qualifications and teaching skills to engage with children appropriately. They understand how to assess children's skills and plan activities to help them achieve. Children have some opportunities to explore using their senses and they enjoy some fun activities, such as making edible spiders to celebrate Halloween. However, staff have lower expectations of what children can achieve and, therefore, their independence is not promoted well. Partnership working with parents and other early years settings children attend is not effective. This limits the opportunity for staff to share information and promote consistency in children's learning. Parents speak positively about their child's progress, for instance, in their speech and confidence. However, some parents report that communication between staff and parents needs to be improved and they would value more opportunities to discuss their child's progress in more depth.

### Personal development, behaviour and welfare are inadequate

At times, the environment is not organised well enough to meet the needs of all children. Routines for some children are disrupted when the out-of-school club occupies the pre-school room. Consequently, the toddler room becomes overcrowded and noisy, which upsets some of the younger children. Staff reorganise children, but this results in older children playing outside in the rain for far too long. Staff do not consistently follow nursery procedures to deal with children's accidents. Consequently, they sometimes forget to record accidents and inform parents. This does not safeguard children's welfare. Staff remind children to use good manners and praise children for being patient. There are good relationships between staff and children that help to support children's emotional security. Children enjoy freshly prepared and nutritious meals, which benefits their health.

### Outcomes for children are inadequate

Overall, most children make steady progress and show emerging skills that are typical for their age and stage of development. However, children are not given enough opportunities to practise their self-care skills and develop their independence. This does not fully support children's future learning, including their move to school.

## Setting details

<b>Unique reference number</b>	305235
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1027952
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	59
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Susan Alice Johnson
<b>Date of previous inspection</b>	26 September 2012
<b>Telephone number</b>	01782 775116

Park Hall Day Nursery was registered in 1990. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications, including eight at level 3 and three at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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