

# The Park Private Day Nursery

103 Frederick Street, Werneth, Oldham, Lancashire, OL8 1RD



<b>Inspection date</b>	15 February 2016
Previous inspection date	18 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The area manager, nursery manager and staff team have worked extremely hard since the last inspection to improve their practice and the quality of the nursery. They have successfully addressed the actions and recommendations and, in addition, enhanced many other aspects of their practice.
- Staff provide children with a wide range of exciting and challenging activities which helps them develop into enthusiastic and motivated learners. They make good progress.
- The key-person system is well established and effective. Babies and children develop strong relationships with staff who are caring and attentive. Children demonstrate high levels of confidence and emotional security as they independently explore the environment.
- Partnerships with parents, other early years providers and external professionals are a key strength of the nursery. This effectively contributes to consistency and continuity of care and learning and children are well supported as they transfer to other settings, including school.

### It is not yet outstanding because:

- Sometimes, the monitoring process offers fewer opportunities for staff to reflect on their practice and share their ideas with each other.
- On occasions, creative activities are too adult-led and focus on an end product rather than the process itself. This does not give children opportunities to express their own thoughts and ideas.

## What the setting needs to do to improve further

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

- enhance existing arrangements for monitoring practice that help staff learn from each other and improve their practice further
- improve opportunities for children to express their own thoughts and ideas that further develop their creativity and imagination.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to children and staff throughout the inspection.
- The inspector held a meeting with the area manager and nursery manager. She looked at relevant documentation, such as, the nursery's self-evaluation, a sample of policies and procedures, and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents from written feedback questionnaires obtained by the manager.

### Inspector

Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Rigorous recruitment procedures ensure that staff are safe and suitable to work with children. They have a good understanding of how to protect children from harm. The manager, overall, uses her good knowledge, skills and expertise to guide, coach and mentor staff and carries out regular supervisions to manage their performance. This has a positive impact on the overall effectiveness of the nursery. A targeted programme of professional development and training focuses on the quality of teaching and improving learning outcomes for all children. The manager effectively monitors the progress of all children who attend. All children are encouraged to make the best possible progress and the achievement gap is narrowing.

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

Staff have a very good knowledge of child development and the developmental needs of children they care for. They are well qualified and generally, particularly skilled at encouraging children to think critically and solve problems. For example, when making dough, they ask children what they can do to make the dough less sticky. Staff track individual children's progress so that they can quickly identify any gaps in their learning and seek appropriate support, if necessary. They teach children to recognise and write their names and provide a broad range of activities to help encourage them to read and write. Children have a wonderful time as they make marks in different ways, such as using twigs, sticks, paint brushes and their fingers. This has a positive impact on helping to develop children's early writing skills in readiness for school.

### Personal development, behaviour and welfare are good

Babies and children are happy and well settled in the nursery. They confidently explore the environment and make independent choices about what they want to do. Staff help children to learn to persevere with tasks and maintain concentration. Toddlers and pre-school children are fully engaged in both adult-led and self-chosen activities. For example, children choose puppets and props to sing songs and rhymes, and are involved in this play for long periods of time. Staff are good role models and provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony. Staff are kind, sensitive and affectionate. They ensure that babies' and children's physical and emotional needs are consistently met and successfully promote their self-esteem and welfare.

### Outcomes for children are good

All children make consistently good progress, including children whose starting points are below expected levels of development. This includes disabled children and those with special educational needs and children who speak English as an additional language. Babies develop a strong sense of curiosity and positive attitudes towards learning. This helps to prepare them well for their next stage in learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	508051
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1028370
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	111
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Domalo Limited
<b>Date of previous inspection</b>	18 October 2013
<b>Telephone number</b>	0161 624 0472

The Park Private Day Nursery was registered in 1998. The nursery opens Monday to Friday, all year round. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and seven hold an appropriate qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and children who speak English as an additional language.

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