

Park Hall Day Nursery

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



Inspection date

21 March 2016

Previous inspection date

29 October 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------------|---|
| | Previous inspection: | Inadequate | 4 |
| 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 management team has made good progress in addressing the issues raised at the last inspection. They are committed to the continuous improvement in the service they provide. They have reviewed all their paperwork and have introduced methodical processes to assess staff's teaching and all children's progress.
- Staff evaluate children's progress and use this information to plan a rich range of experiences over a three month period. They use themes to broaden children's horizons and extend their knowledge. Staff have high expectations of children's abilities. They provide challenging activities that keep children well motivated.
- Children develop warm relationships with their key person and other staff. They behave well and are kind to their friends. Staff develop very good independence skills in children, who are confident and have a 'can do' attitude to a range of activities.
- Parents praise the staff's willingness to adapt to meet individual needs and the support they provide for their children's learning. Parents of children with additional medical needs are confident in the staff's ability to care for their children and feel they can go to work without worrying.
- Careful tracking of all children's development ensures staff and managers can identify children who need additional help. Children are making good progress in all areas of learning.

It is not yet outstanding because:

- Arrangements for professional development are not focused highly enough to help staff achieve excellent standards of teaching.
- Children are not encouraged enough to develop a deep understanding of how to manage risks and problems for themselves, to build as fully as possible their ability to keep themselves and others safe.

What the setting needs to do to improve further

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

- build on arrangements for professional development to focus more precisely on raising the standard of teaching as high as possible
- help children to develop a better understanding of how to assess risk and keep themselves and others safe.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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. She looked at relevant documentation, such as the nursery'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

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has implemented a robust system, which ensures she can check staff's suitability when they are recruited and on a continuous basis through regular meetings. All staff have a good understanding of what would constitute a safeguarding concern. They know what they should do about any concerns they may have. They have regular training about the subject and are aware of issues around the safe use of the internet and radicalisation. Staff are encouraged to undertake training and qualifications, for example, they have recently completed courses on speech and language development and on tracking children's progress. This supports them in considering how to enhance the activities they provide for children and in ensuring all children are developing in line with their abilities. The manager observes staff's teaching and their assessments of children's progress. This supports the manager's ability to ensure all areas of learning are properly planned for. Staff are encouraged to contribute to the evaluation of the effectiveness of the nursery and make changes which will enhance children's learning.

Quality of teaching, learning and assessment is good

Staff know children well and plan activities which support children's next steps in learning. They gather information from parents and other providers about the things that interest children's and what they can do. Themes are used to provide activities that interest children and that cover all aspects of their learning and development. They consider the needs of groups of children so activities can be tailored to children's abilities. For example, children who will start school soon have more complex activities which provide high levels of challenge. For example, they learn about the life cycle of a frog and can also spontaneously identify more complex shapes, such as a semi-circle. Younger children new to the setting are helped with their social development. One-to-one play with dough provides opportunities to develop children's conversation skills, as staff talk to them about the things they are making.

Personal development, behaviour and welfare are good

Children develop close relationships with their key person and other staff. Babies who require comfort are quickly cuddled and supported to play positively. Children enjoy the busy, happy atmosphere. Older children understand expectations of behaviour and are keen to record their positive, cooperative behaviour on their proud clouds. Younger children are quickly distracted from negative behaviour by the vigilant staff. Parents praise the individualised care their children receive and the support they have from all staff. Children develop an understanding of hygiene and a healthy diet through discussions with staff. Mealtimes are unhurried, social occasions when enjoy freshly prepared meals.

Outcomes for children are good

Children make good progress. Most are working comfortably within the range of development typical for their age. All children make particularly good progress in their personal, social and emotional development and in building their communication and language skills.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 305235 |
| Local authority | Cheshire East |
| Inspection number | 1034129 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 13 |
| Total number of places | 59 |
| Number of children on roll | 84 |
| Name of provider | Susan Alice Johnson |
| Date of previous inspection | 29 October 2015 |
| Telephone number | 01782 775116 |

Park Hall Day Nursery was registered in 1992. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications, including seven at level 3 and three at level 2. The nursery opens from Monday to Friday all year round. Generally sessions are from 7am until 6pm, however, extended hours can be arranged from 6am to 7.30pm. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

