

# Park Nursery and Pre School

Gloucester Road, Aldershot, Hampshire, GU11 3SL



## Inspection date

21 April 2016

Previous inspection date

27 March 2013

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff have made some improvements to the arrangements to assess children's progress. However, they have not fully established these to provide a consistently clear and accurate picture of children's progress and achievements for parents and others involved in children's care, particularly for children aged two to three years.
- The quality of teaching is variable throughout the nursery. Staff do not always use consistently good teaching skills, including giving children time to think and respond to questions, to extend their learning.
- Children sometimes miss out on opportunities to develop early literacy and mathematical skills in activities that they choose for themselves. Staff are not always focused well enough on supporting these areas of the curriculum.
- Overall, staff do not support children in learning about healthy lifestyles consistently.

### It has the following strengths

- The new leaders and manager have a strong drive to improve the quality of the nursery provision and have worked hard to make many changes since their appointment. These are having a positive impact on the nursery and children's care and learning.
- Children are settled and receive good care from the attentive staff. This enables them to develop self-esteem, confidence and independence.
- Children enjoy an interesting range of activities and make sound progress in their learning and development, in readiness for school.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ develop assessment procedures further to ensure that they are a clear reflection of children's capabilities, in order to provide accurate information to parents and others involved in children's care	31/07/2016
■ ensure all staff use good teaching skills to enable children to acquire the skills and capacity to develop and learn effectively.	31/07/2016

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

- increase opportunities for children to develop their early literacy and mathematical skills
- improve staff teaching to promote healthy lifestyles consistently in all areas.

### Inspection activities

- The inspector observed practice and staff interactions in all the playrooms and outside.
- The inspector had discussions with senior management, staff, children and parents.
- The inspector completed a joint observation with the acting nursery manager.
- The inspector sampled documentation, including children's records and planning, policies and procedures, and discussed improvement plans.
- The inspector checked evidence of suitability and qualifications of staff working with children.

### Inspector

Jan Harvey

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The members of the new senior management team work well together, ensuring they meet legal requirements. The acting manager has used the initial few months productively to observe and gather information from staff, children and parents and drive some improvements. Safeguarding is effective. Staff have a good knowledge of the safeguarding and welfare requirements, providing a secure and nurturing environment where children feel safe. All staff are aware of the procedure to follow if they have concerns about any child in their care. This helps to promote children's welfare. There are new systems in place to monitor the delivery and teaching of the educational programme. This includes identifying staff training needs and staff supervision to improve teaching skills. Close links with the host children's centre and outside professionals have positively affected the levels of support for children who have special educational needs or disability and those who are learning English as an additional language.

### **Quality of teaching, learning and assessment requires improvement**

Children of all ages benefit from the freedom to make choices about their play and show independence as they decide whether they will play indoors or outdoors. This offers children opportunities to develop their coordination, movement and control of their bodies, and their understanding of the world. Staff encourage children as they play by joining in and offering lots of praise and encouragement. For example, children trying to make dough are praised and supported as they mix the ingredients together. This motivates children to keep trying to succeed at new skills. However, staff do not focus as well on promoting mathematical and literacy skills within these play opportunities.

### **Personal development, behaviour and welfare require improvement**

Children and families arrive to a warm welcome from staff. The key-person system enables children to form positive relationships with staff. Leaders are strengthening this system by recruiting permanent staff members. Caring staff sing, chat and cuddle younger children to offer reassurance. Not all staff are consistent in teaching children how to lead a healthy lifestyle through good hygiene and healthy eating. Staff support children's personal, social and emotional development by encouraging them to share and take turns. Children's behaviour is good, and children know how to respect others' views. Relationships with parents are strong. Staff regularly offer ideas for home learning during daily discussions. This helps to support consistency for children's learning.

### **Outcomes for children require improvement**

Generally, most children make sound all-round progress. Children have easy access to writing tools and read books. They behave well, and develop growing social skills. This helps them to develop the skills they need to prepare them for their move to school.

## Setting details

<b>Unique reference number</b>	110515
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1027895
<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 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Hampshire County Council
<b>Date of previous inspection</b>	27 March 2013
<b>Telephone number</b>	01252330933

Park Nursery and Pre-school registered in 2000. It is managed by Hampshire County Council. It operates from Park Children's Centre, which is situated in the grounds of Park Primary School in Aldershot, Hampshire. The nursery offers full day care from 8am to 5pm for 51 weeks of the year. The nursery has 10 full-time and part-time members of staff working with the children. Of these, six hold relevant early years qualifications between level 3 and level 6. The manager holds a relevant early years qualification at level 5.

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