

# Park House Nursery

Pont Park, Ponteland, Newcastle Upon Tyne, NE20 0JY



## Inspection date

24 August 2016

Previous inspection date

1 July 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Some staff do not have a thorough understanding of how to safeguard children. They do not know the correct procedure to follow to report concerns. This compromises children's safety.
- Staff do not receive the supervision, coaching and training they need to be effective in delivering high-quantity teaching and learning experiences to children.
- Self-evaluation is not rigorous enough to ensure all weaknesses in practice are identified and accurately addressed.
- Children are not fully supported to develop key skills needed for the next stage of their learning, for example, starting school. There are limited opportunities for children to do things for themselves and to learn good independence skills.
- On occasions, the structured routine of the day and organisation of group activities interrupt children's play and learning.

### It has the following strengths

- Children behave well. Various strategies are in place that effectively promote children's positive behaviour and good understanding of the nursery rules.
- All partnerships in place are sound. Staff promote a shared approach to children's care and learning. Parents are kept informed of their children's progress and are encouraged to share observations from home that inform planning. Staff prepare progress information to be shared with the schools children move on to.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure all staff understand the safeguarding policy and procedures and how to report concerns about children's welfare	26/09/2016
■ provide regular high-quality support, coaching and training for all staff to ensure that they have the appropriate skills, knowledge and understanding they need to deliver a high-quality learning experience for all children.	26/09/2016

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

- make better use of the information gained through self-evaluation and prioritise action plans aimed at improving the quality of the provision more effectively
- provide more opportunities for children to be independent and do things for themselves so that they develop the key skills they need in their readiness for school
- review the organisation of the day so children have uninterrupted time to become fully engaged in their learning through play.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

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

Arrangements for staff supervision, coaching and training are not successful in raising the quality of teaching to a consistently good level. Arrangements for safeguarding are effective. However, some staff do not have a thorough understanding of the setting's safeguarding policy. For example, they are unaware of the designated person within the nursery. They are also unsure of the professional body to make a referral to if they are concerned about a child's welfare or the behaviour of a colleague. Systems for self-evaluation are not rigorous enough to identify all areas for improvement to inform accurate development plans. Furthermore, weaknesses from the previous inspection have not been sufficiently addressed. Staff are well deployed and ratios are maintained at all times. The manager monitors the progress children make, helping to identify gaps in learning and where additional support may be needed.

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

Overall, staff allow children to follow their own ideas during freely chosen play. However, this is often interrupted by the routine of the day, meaning children cannot always become deeply engaged in their play. Children are provided with a range of activities and resources which generally supports their learning through play. They enjoy their time at nursery and staff interact with children as they play. Staff help younger children to identify colours and shapes. For example, they use flash cards and model matching the shapes, using appropriate labelling to encourage children's vocabulary. Older children enjoy time in the outdoor area. They build towers from the soft bricks and use their imaginative skills as they dress up in construction uniforms. Staff regularly observe children during play and plan activities using identified next steps in learning.

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

The snack time routine is not effectively organised to promote children's independence or school readiness. For example, older children sit on the floor and are given fruit to eat using their hands. Effective settling-in procedures help children to settle quickly and become familiar with their key person. Children's self-esteem is promoted. Staff offer meaningful praise for their efforts and achievements and implement various systems to acknowledge children's good behaviour. Children practise safe behaviours as they navigate over obstacles and climb on large play equipment. Children's good health is promoted. They have access to plenty of fresh air and exercise in the large outdoor area and enjoy a menu of fresh fruit at snack time.

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

Children do not make as much progress as possible. The poor organisation of the routine of the day and some activities means children are not always fully supported in acquiring all necessary skills that support them in readiness for the move on to school. Children play cooperatively with their peers, often inviting one another to join in group activities.

## Setting details

<b>Unique reference number</b>	301766
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1067714
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Eileen Appleby
<b>Registered person unique reference number</b>	RP907964
<b>Date of previous inspection</b>	1 July 2013
<b>Telephone number</b>	01661 820545

Park House Nursery was registered in 1995. The nursery employs 13 members of childcare staff. All staff hold at least level 3 early years qualifications, including two with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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