

Parkfield Nursery

143 Dalston Road, Carlisle, Cumbria, CA2 5PG



Inspection date	14 November 2016
Previous inspection date	2 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 newly appointed manager is ambitious for the ongoing success of the nursery. The leadership team is skilled, knowledgeable and shows a firm commitment to providing high-quality care and learning for the children who attend. Systems of self-evaluation are effective in identifying areas for improvement.
- There is an effective key-person system in place, which is particularly well established in the baby room. Children and young babies develop trusting and secure relationships with staff and they are confident and engaged in their learning. This supports them to make good progress.
- Partnerships with parents are well established. An effective two-way flow of communication and high involvement from parents help to ensure they are entirely involved in their children's learning. Parents are complimentary about the nursery and staff team. Partnerships in place with other professionals are equally well established.
- The learning environment is bright and vibrant, and creates an inviting and interesting place for children to enjoy their learning. Stimulating displays, rich in diversity, support children's awareness and understanding of a range of topics.
- Staff make accurate assessments of children's learning, which are used to inform planning. Activities are well matched to children's next steps in learning and interests.

It is not yet outstanding because:

- There are slight variations in practice that are not always addressed quickly enough to ensure the highest quality of teaching and learning is achieved.
- Some children are not always supported to understand the rules of the nursery and the expectations for their behaviour.

What the setting needs to do to improve further

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

- extend monitoring procedures so that they are more precise in identifying and dealing with any variances in practice, in order to achieve the highest possible standards of teaching and learning
- support children to understand how to follow the rules and make clear the expectations for their behaviour.

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 one of the managers of the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with three members of the management team, including the provider of the nursery.
- 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 is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse and how to report their concerns. They are confident about following whistle-blowing procedures if necessary. This helps assure children's welfare. Secure recruitment, vetting and induction procedures help to ensure children are cared for by suitable adults. Overall, managers are keen to support staff to extend their good knowledge and skills. Children's progress is subject to regular monitoring. This means emerging gaps in learning are quickly identified and programmes of support implemented where necessary. Additional funding is used successfully to support children to achieve their full potential.

Quality of teaching, learning and assessment is good

Practitioners are well qualified and interact positively with children to support their play and learning well overall. Younger children enjoy exploring books and excitedly choose from a wide selection available. Children handle the books with care and relish the opportunity to share their chosen story with staff and their peers. All children enjoy time outside in the very well planned and resourced garden area. Older children use their critical thinking and problem-solving skills as they experiment with some tubes. They have great fun rolling balls down and racing to catch them at the other end. A member of staff joins in sensitively with the children's play ideas. She uses her strong teaching skills to facilitate and set challenges for the children. For example, she suggests they find something to catch the balls in, and allows the children time to experiment with where best to catch them. Children who speak English as an additional language are supported well by staff. Children develop a good level of English and have opportunities to play and learn using their home language.

Personal development, behaviour and welfare are good

Staff create a warm and welcoming atmosphere where children and parents feel at ease. Staff are kind and approachable and children show that they feel safe, secure and settled. Children develop a good understanding of safety. For example, they warn one another about the 'hot' oven tray in the role play kitchen. Children develop a good awareness of healthy lifestyles. They learn about good oral health during a national health initiative and enjoy a healthy snack and lunch menu. Staff encourage conversations about the effects of exercise on our bodies, further promoting children's understanding of healthy lifestyles.

Outcomes for children are good

All children make good progress, including funded children and those who speak English as an additional language. Overall, they gain key skills for future learning and to be ready for school. Older children learn to recognise their name as they select their name cards when entering the nursery. Babies and young children enjoy time spent with their peers and begin to join in with group activities. Children are becoming confident and independent in a variety of different situations. Older children manage their own personal care and younger children are learning to feed themselves.

Setting details

Unique reference number	317393
Local authority	Cumbria
Inspection number	1064071
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 - 4
Total number of places	42
Number of children on roll	112
Name of registered person	Anne Hooper-Brown
Registered person unique reference number	RP904475
Date of previous inspection	2 December 2013
Telephone number	01228 543 034

Parkfield Nursery opened in 1984. The nursery opens Monday to Friday all year round. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four year-old children. The nursery employs 16 members of staff. Of these, 15 hold an appropriate early years qualification at level 3 or above. The nursery supports children who speak English as an additional language.

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