

# Park Hill Nursery Ltd

Lazenby Road, Tiverton, Devon, EX16 4AL



<b>Inspection date</b>	28 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Good support and monitoring enable the strong management team to focus professional development for staff effectively. They help staff well to develop their teaching techniques, support individual children and provide them with good outcomes. For example, speech and language training has assisted staff in knowing how best to enhance their support so children make quicker progress.
- Staff provide excellent support for children's physical and emotional well-being. Children have highly secure attachments in the nurturing environment. This underpins their very good confidence to explore the excellent resources and lead their play.
- Staff consistently observe children's development and share accurate information with parents. They know the children well and plan a wide range of activities and experiences that motivates children to learn. All children make good progress from their starting points.
- Managers are proactive in forging strong partnerships with parents, other providers and outside agencies. This ensures a consistent approach to children's learning and development.
- Children learn to manage their behaviour and feelings extremely well. Staff are outstanding role models. For example, they help older children very well to listen to others and learn we all can have different opinions and to work together harmoniously.

### It is not yet outstanding because:

- Staff miss some opportunities to challenge older children in using numbers and to understand about sorting.
- Staff do not consistently support children in extending their ideas in role play.

## What the setting needs to do to improve further

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

- support older children further to use numbers and learn how to sort items
- help children to extend their creativity and imagination in their role play.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, parents and children, and took account of the provider's self-evaluation and parents' survey.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector held a meeting with the management team and carried out a joint observation with the manager.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and all staff understand the Local Safeguarding Children Board procedures well and know how to protect children from the risk of harm. Staff deploy themselves well, especially in the outdoor area, to keep children safe. The management team monitors children's development really well, ensuring individual children, especially those who have special educational needs and/or disabilities, receive targeted support and soon catch up. Managers make regular observations of staff's practice. They provide a positive culture of self-reflection and evaluation, to ensure continuous improvements. For example, they have concentrated on finding more effective ways of communicating with parents, according to their individual needs and wishes. They are now planning to change the use of rooms to help the increasing number of two-year-old children settle easier and to enable older toddlers to learn more frequently from pre-school-aged children.

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

Staff have a good understanding of how children learn and engage them well. Staff successfully help children to make predictions, test their ideas and think of solutions to problems. For example, staff help young children recall how they managed to retrieve a ball from under the table and praised them for finding an alternative method this time. Staff make good use of impromptu situations to re-visit previous learning. For instance, when older children find a young frog, staff remind them of its life cycle. Staff use sign language to help all children's communication and plan good experiences that develop children's listening skills. Staff encourage children to learn from each other and investigate the wide range of resources to see what they can do.

### Personal development, behaviour and welfare are outstanding

Children are extremely independent. Staff provide highly effective support so children of all ages try to achieve new skills for themselves. For example, under supervision and skilful guidance, young children pour drinks for themselves and others. They learn exemplary hygiene practices, such as washing their hands after having their nappy changed. This prepares them extremely well for their next stages of self-care. Staff involve older children very well to help set up activities and make choices about what they want to do and how. Staff work exceptionally well with parents to support children's personal development and well-being, such as potty training. Children relish being outdoors, enjoy exercise and gain an excellent awareness of their own safety. Staff use praise and encouragement highly effectively so children want to persevere and achieve.

### Outcomes for children are good

Children develop good skills that prepare them well for their next stages of learning and school. They are very confident and have a positive attitude to learning. All children eagerly take part in their self-chosen activities. Young children engage in a wide range of sensory experiences, such as making marks in cornflour and feeling the different surfaces of shells. Older children write recognisable letters and enjoy stories.

## Setting details

<b>Unique reference number</b>	EY488470
<b>Local authority</b>	Devon
<b>Inspection number</b>	1012082
<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>	1 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Park Hill Nursery Ltd
<b>Registered person unique reference number</b>	RP534533
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01884258995

Park Hill Nursery Ltd is privately owned and has been running for 19 years. It re-registered as a limited company in 2015 and operates from a purpose-built building in the grounds of Wilcombe Primary School in Tiverton, Devon. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. The nursery also provides a before- and after-school club for children attending Wilcombe School. In addition, it runs a holiday club open to all. There are 13 members of staff, including one of the directors. Of these, one member of staff has a level 6 early years qualification, two hold level 4 and eight members of staff hold a qualification at level 3. There is one member of staff with an early years qualification at level 2 and one with a level 1.

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