

# Park School Day Nursery Ltd

School Lane, Lincoln LN6 9QS



<b>Inspection date</b>	22 August 2018
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 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

### The provision is good

- Parents are positive about how the nursery is managed. They comment on how friendly and approachable staff are and how well their child's individual needs are met. Parents are kept well-informed on a daily basis about their child's learning and care routines.
- Children are happy and independent. They explore the wide range of activities and experiences on offer showing interest and enjoyment as they play.
- Staff know the children well and have formed secure bonds with them. This helps to develop children's emotional well-being and develop their confidence and self-esteem.
- Staff recognise the uniqueness of each child. The good key-person system enhances relationships with children and their families.
- The nursery is well resourced indoors and outdoors. Staff have thoughtfully organised resources at a level that children can easily reach. This helps children find and choose activities and toys for themselves.
- Staff work well as a team and use a variety of methods to teach and assess children.
- Staff interact well with the children. They give children time to think and respond to questions they ask. This supports their communication and language development well.

### It is not yet outstanding because:

- The manager does not consistently monitor the progress made by different groups of children to quickly identify and narrow any gaps in their learning.
- On occasions, staff do not make full use of activities to help build on children's understanding of numbers, space, shape and measures.

## What the setting needs to do to improve further

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

- track the progress made by different groups of children more effectively, so that any specific interventions needed are more quickly identified
- provide more opportunities for children to extend their knowledge and understanding of numbers, space, shape and measures.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation and evidence of the suitability of staff working at the nursery.

**Inspector**  
Peter Towner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge about how to support children's welfare and what to do if they are concerned about a child. The manager implements robust recruitment, induction and vetting procedures to help ensure all staff are suitable to work with children. There is an ongoing commitment to raising standards and ensuring children benefit from a consistently evolving nursery. The manager identifies improvements by speaking to staff and gathering information from parents and children. For example, the nursery has introduced a secure, electronic assessment system. This enables staff and parents to share detailed information about children's progress and achievements. Partnerships with local schools are strong. There are good close working links that support children's transition when they move from one setting to another.

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

Staff effectively observe and assess children's learning. Accurate assessments provide a clear overview of what children can do and what they need to learn next. Staff confidently use this information to plan a good range of activities that motivate children to learn. Children's language and communication skills are promoted well and staff engage children in meaningful conversations. They provide valuable support during activities, playing alongside children and narrating their play. For example, when digging in the sand, two- and three-year-olds are asked to describe how the sand feels. Staff encourage the children to explain how the water is causing the sand to change in colour and texture. This helps to support their understanding of the world.

### Personal development, behaviour and welfare are good

Staff encourage children to do things for themselves. They choose their own resources and where they want to play. This helps them to follow their individual interests and to develop as independent learners. They know their efforts are valued, which boosts their self-esteem and confidence. Staff provide children with lots of opportunities for exercise, both indoors and outdoors. Children enjoy healthy snacks daily and benefit from nutritious home cooked meals. They are gaining valuable understanding that will help them to make healthy lifestyle choices. Children receive good support to develop an awareness of themselves and others in the wider world. They regularly visit their local community and perform songs for the residents in a nearby care home.

### Outcomes for children are good

All children make at least expected progress in their learning. Throughout their time at the nursery, children are supported to develop skills that will underpin their future learning and prepare them for the move on to school, when the time comes. Children make friends and learn about tolerance and respect. They are encouraged to make choices about what they do and they become excited when staff talk to them about the activities that are available. Children gradually become more independent as they play and explore. Babies are encouraged to feed themselves and toddlers eagerly prepare themselves to play outside.

## Setting details

<b>Unique reference number</b>	EY537524
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10060010
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Park School Day Nursery Ltd
<b>Registered person unique reference number</b>	RP537523
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01522 681019

Park School Day Nursery Ltd registered in 2016 and the nursery has been operating since 1978 in the current premises, previously as Park School Day Nursery. The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, 10 at level 3 and one at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. A pre-school operates term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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