

Parkside Day Nursery

3 Cliff Road, Hornsea, East Riding of Yorkshire HU18 1LL



Inspection date	2 October 2018
Previous inspection date	26 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The provider and her well-qualified staff have made many improvements since the last inspection. They have successfully addressed all the actions. In particular, staff have benefited from a wealth of recent training, which has much improved their understanding around the wider aspects of safeguarding, to protect children and promote their safety and well-being.
- Teaching is good. Managers regularly monitor the staff's assessments to ensure children are making good progress in their learning. Children eagerly join in a range of exciting and interesting activities which staff ensure are based on their current interests.
- Children thoroughly enjoy the time they spend at this welcoming and friendly nursery. They show that they are emotionally secure and feel safe. Children arrive happily and greet staff with enthusiasm. They confidently talk to staff and visitors.
- Children benefit from good opportunities to play outdoors in the stimulating learning environment and enjoy being physically active. They enjoy balancing and negotiate space well. Children show good control and coordination. They learn to handle tools effectively. Children make good progress.

It is not yet outstanding because:

- Staff have not fully explored ways to gather ongoing information from parents, and do not share information about children's next stage in their development as quickly as they could, so that children are continually challenged at a high level.
- The provider has not fully embedded sharply focused supervisions and evaluations of the staff's quality of teaching, to move their practice forward and support all children's progress even further.

What the setting needs to do to improve further

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

- develop methods to share and gather ongoing information from parents about children's development, to gain a secure picture of children's progress and plan even more precisely for the next stage in children's learning
- use systems for staff supervision more effectively to evaluate the impact of staff's practice on children's learning and raise the quality of teaching to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She discussed children's progress with the provider, staff and parents. She also carried out a joint observation with the provider.
- The inspector had a tour of the nursery. She held meetings with the provider at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy, procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The provider and staff have a clear understanding of what would concern them about a child's welfare. They are confident with the procedure to follow to share concerns with the relevant agencies. Staff understand the importance of working with external professionals to maintain children's well-being. Staff work as a strong team. They supervise children well and maintain a safe environment. The provider and staff work closely with the local authority, to evaluate and improve all aspects of the provision. Parents spoken to on the day of inspection express their complete satisfaction with the service provided. They say that their children enjoy attending and are pleased with the progress their children are making.

Quality of teaching, learning and assessment is good

Staff deliver a varied educational programme, which captures children's imaginations and curiosity well. Children are keen to get involved in activities, to explore and investigate. For example, children play independently and cooperatively while mixing sand and water in pots outside. Older children concentrate well while creating pictures. Staff encourage them to mix paint and they support children in talking about colours, shapes and textures. This promotes children's small-muscle and mathematical skills. Babies relish playing peek-a-boo under materials. Children enjoy stories and making marks, such as using chalks and paintbrushes in water outside. This supports their early literacy development and imaginative skills successfully.

Personal development, behaviour and welfare are good

Children are happy and confident and form close bonds with staff. The key-person system is effective in helping children settle successfully. Children behave well and learn to take turns, share and cooperate well with each other. Staff act as good role models giving children clear explanations about how to behave. Staff teach children appropriate hygiene routines and about making healthy food choices. Staff working with babies are kind, caring and respond well to their individual needs. Babies are keen to have a cuddle with their key person. They develop good mobility skills and staff support them well to explore the environment. Older children develop their independence, for example, they serve themselves their snacks and drinks.

Outcomes for children are good

Children develop good skills that help them to be ready for the move on to school. They are confident learners who readily make choices in their play. Children develop good communication skills. Older children are engaged in regular conversations and babies confidently babble and make attempts at new words. Children explore their creative ideas. Babies investigate sensory objects. Older children make their own musical shakers and talk about containers being 'full' and 'empty'.

Setting details

Unique reference number	314689
Local authority	East Riding of Yorkshire
Inspection number	10077361
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	14
Number of children on roll	28
Name of registered person	Jarvis, Michelle Patricia
Registered person unique reference number	RP907948
Date of previous inspection	26 April 2018
Telephone number	01964 536368

Parkside Day Nursery registered in 2000. The nursery employs five members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday all year, except for one week at Christmas and bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for children aged two, three and four years old.

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