

Parrock House Day Nursery

26 Parrock Road, Barrowford, Nelson, Lancashire BB9 6QF



Inspection date	28 March 2019
Previous inspection date	31 July 2015

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

This provision is good

- Managers and leaders are energetic, enthusiastic and passionate about the work that they do. They, together with all staff, aim 'to inspire young minds and provide extensive opportunities for children to explore, develop and learn in a homely and safe environment'. Children of all ages flourish with confidence and gain the skills they require for their next phase of learning, including school.
- Children are central to everything that staff do. Planned activities are, largely, focused on each child, their interests and what they need to learn next. This helps to build on what children already know and adds to the consistently good progress that they make.
- Staff lead by example. They advocate that 'sharing is caring' and teach children about the importance of using their 'kind hands' and 'listening ears' to help to promote positive relationships. Rewarding strategies, such as star of the week awards, help to recognise and celebrate children's personal attributes and good work.
- Staff are committed to getting it right for every child. They work in true partnership with parents and other professionals to support children with special educational needs and/or disabilities (SEND). Effective strategies, such as implementing targeted learning plans, help to ensure that any gaps in learning are diminishing rapidly.
- Staff are proactive in helping children to adopt a sense of community spirit. Meaningful experiences, such as visits from a local police officer, help children to learn about different occupations and contribute towards their ability to keep themselves safe.
- Sometimes, staff intervene too quickly during play. This lessens opportunities for children to think creatively, express their thoughts and solve problems independently.
- At times, older children are occasionally distracted by the increased noise levels during activities and, to some extent, this hinders their ability to build on their good listening and attention skills.

What the setting needs to do to improve further

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

- strengthen teaching and assess more precisely when to intervene and move play on, to build on opportunities for children to think creatively, share their thoughts and solve problems for themselves during play
- organise activities most effectively and keep disruption to a minimum, to further enhance older children's listening and attention skills.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the provider and manager.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector looked at evidence of staff suitability, a record of staff qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's electronic learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent reference letters.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Extensive training and shared updates help to ensure that all staff have a good understanding of child protection procedures. Managers and leaders recruit staff safely. They invest in their whole staff team through in-depth inductions, purposeful supervisions and a vast range of customised professional development. New systems, such as the 'inspiring ideas sessions' held within informative team meetings, help staff to acquire fresh ideas and contribute towards their enhanced practice. Staff are vigilant. They implement effective measures to minimise any risks. For example, detailed allergy mats are used at mealtimes, to alert staff to each child's specific needs to keep them safe. Staff continually evaluate their practice and provision. They actively seek parent's views and opinions when introducing new extra-curricular activities, such as football sessions, that aim to advance children's physical skills.

Quality of teaching, learning and assessment is good

The well-qualified staff monitor children's progress closely and steer the use of funding to enrich children's learning. They are responsive to the interests that children bring from home. For example, staff are quick to read a new book about dinosaurs and volcanoes, to help to enhance children's awareness of history and their natural world. They build on these opportunities well to promote children's design and creativity skills to encourage the use of describing words and to teach children that information can be retrieved using technology. Staff form superb relationships with parents and engage them in their children's learning at every opportunity. Parents comment that 'children have a very positive attitude to learning because of the support they receive from staff'.

Personal development, behaviour and welfare are good

Staff form a secure bond with every child. They offer intense support to children at key times, such as during settling in sessions and as they move through the nursery. This helps to nurture children's emotional well-being so that they feel happy and assured. Staff provide a calm and tranquil environment for babies to rest in. For example, they play soothing music and scent the room with lavender oil, to help to enhance relaxation and promote a restful sleep. The outdoor environment provides a hive of opportunity for children to play and learn in the fresh air. Children equally have fun indoors and regularly take part in innovative activities, such as yoga, that contributes towards their enhanced flexibility and improved mindset. Children are prepared well for their move on to school.

Outcomes for children are good

Babies are naturally curious and enjoy using their all-round senses to explore edible materials. They are confident around others and demonstrate friendly behaviour, such as when waving goodbye to their friends. Young children use tools for a purpose to make marks. They engage in imaginative role-play experiences, such as washing and drying dinosaurs, that are based on their own first-hand experiences. Older children take on roles, such as helper of the day, to develop good self-care skills. They enjoy taking resources, such as books home, to enhance their early reading and to prepare for what school is like. Children with SEND demonstrate good balancing skills when using wheeled toys and use talk to connect their ideas during play.

Setting details

Unique reference number	EY343343
Local authority	Lancashire
Inspection number	10064160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	57
Name of registered person	Parrock House Day Nursery Limited
Registered person unique reference number	RP907358
Date of previous inspection	31 July 2015
Telephone number	01280 604 555

Parrock House Day Nursery registered in 2007. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate qualifications at levels 2, 3 or 5, including the provider who holds early years professional status and qualified teacher status. The nursery is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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