

Parkwood Day Nursery

Parkwood Nursery, 97 Eleanor Road, Prenton CH43 7QW



Inspection date	29 March 2019
Previous inspection date	Not applicable

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

This provision is good

- The manager and staff work together effectively to monitor all children's progress. Staff quickly identify children who are at risk of falling behind. They take prompt action to put measures in place to support children to catch up with their peers. As a result, all children make good progress.
- The manager is passionate about continuing to raise the quality of the provision to the highest level. She evaluates all areas of the provision in detail. She uses the information gathered to make positive changes. For example, she has recently developed a soft play room. This provides further opportunities for children to practise their coordination and balance.
- Children thoroughly enjoy their time outdoors. They make good use of the natural environment to develop their learning. For example, younger children stir and mix leaves and fir cones as they pretend to cook. Older children excitedly forage for twigs to make stick people.
- Children quickly form strong bonds with their key person. Staff are very caring and nurturing. They soothe and cuddle babies before settling them to sleep. They gently ease children into activities when they wake. Older children are confident to approach staff for assistance.
- Children have good opportunities to explore technology. Babies clap when they successfully press a button to make a toy light up. Younger children begin to use simple programmable toys. They show fascination as the toy moves towards the selected location. Older children learn how to perform tasks on a computer.
- Overall, staff have good relationships with parents. However, they do not always successfully engage them in children's learning and development to fully support an effective shared approach.
- Staff do not consistently provide opportunities to broaden children's understanding of other communities in the wider world.

What the setting needs to do to improve further

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

- devise further ways of engaging parents in their children's learning and development in the setting and at home
- provide more opportunities for children to learn about other people, families and communities beyond their own.

Inspection activities

- The inspector observed the quality of teaching across the nursery and the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector interacted with the children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of staff suitability.
- The inspector discussed the children's learning and their progress with key persons, including their next steps and children's interests.
- The inspector spoke to a small sample of parents and viewed written testimonies. She took their views into account.

Inspector

Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff confidently describe a range of signs that may indicate a child is at risk of harm. They clearly explain the action they will take if they have concerns. Staff assess potential risks in all areas of the nursery. This allows children to safely exploit their natural desire to explore. There is a robust system for supervising and monitoring staff performance. Staff have opportunities to access further training to broaden their skills and knowledge. This has a positive impact on children. For example, recent training on 'in the moment' planning has led to a sharper focus on developing children's self-initiated play. Experienced staff support children with additional needs well. They work successfully with health professionals, such as physiotherapists, to put bespoke support in place. This helps children to effectively build on their existing skills. Positive feedback from parents indicate they are happy with the quality of care provided.

Quality of teaching, learning and assessment is good

Staff provide varied and interesting experiences that motivate children to learn. Babies are fascinated as they explore coloured liquid filled mats. Younger children pour water into guttering and giggle as they follow where it goes. They count as they scoop soil into pots. Younger children enjoy mark-making activities, such as exploring foam and paint. Older children begin to write for a purpose. They enjoy listening to stories in the woodland area. Children start to make simple calculations as they talk about the characters in the book. For example, they predict how many people there will be when two more arrive. Children initiate their own imaginary play. For example, they excitedly look for fairy footprints in the outdoor area. They pretend to be pirates and discuss how to keep their feet dry. Children focus as they experiment with different ways to make models. Children gain an awareness of celebrations in other cultures, such as Chinese New Year.

Personal development, behaviour and welfare are good

Children are polite and well behaved. They are kind to each other. Even the youngest children pass toys to babies. Older children work together to solve problems. For instance, they ask their friends to help them cut a length of string. Children gain an understanding of developing a healthy lifestyle. They have frequent opportunities to be active outdoors. Staff talk to them about the importance of eating nutritious meals to help them to build strong muscles. Staff genuinely value children's opinions. For example, following feedback from children, staff are planning to take older children on a bus ride.

Outcomes for children are good

Children are motivated, independent learners. Babies crawl to select their own resources. Younger children feed themselves. Older children serve their own meals and pour drinks. Children develop a positive attitude to new challenges. For example, younger children willingly attempt to walk along a bridge. Older children happily talk to visitors about their plans for the day. Staff carefully plan transitions across the nursery. This supports children to be emotionally and developmentally well prepared for their next stage of learning, including school.

Setting details

Unique reference number	EY541528
Local authority	Wirral
Inspection number	10089614
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	82
Number of children on roll	95
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Date of previous inspection	Not applicable
Telephone number	0151 653 2653

Parkwood Day Nursery registered in 2016 and is located in the Bidston area of the Wirral. The nursery employs 16 members of staff. Of these 14 hold appropriate childcare qualifications at level 2 or above, including one at level 5. The nursery opens Monday to Friday, from 7.30am until 6pm all year round, except for a week between Christmas and New Year. The nursery provides funded early education places for two-, three- and four-year-old children.

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