

# Parklands Day Nursery

First Dig Lane, Stapeley, Nantwich, Cheshire CW5 7JT



<b>Inspection date</b>	15 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 senior leadership team value and respect all staff and this contributes to their high morale. Many staff have been employed at the setting for several years and demonstrate they are dedicated and committed to their work with young children. This contributes to the high-quality service offered.
- Partnerships with parents are strong. Many creative methods are used to engage with parents. For example, parents are invited to attend stay and play sessions, parent's evenings, parties and letters and sounds learning events. A truly joined-up approach to children's care and learning is fostered through effective, open communication.
- Children have access to a beautiful and unique outdoor environment. Children enjoy freedom and daily exercise in the large grounds surrounding the setting. Children thrive in their physical health as they enjoy exciting adventures outside, each day.
- The staff create a very stimulating learning environment and children have fun as they learn. Staff invest time and effort organising toys and resources in very interesting ways. Children show curiosity, delight and enthusiasm as they explore. Children are well supported in their all-round development.
- Children enjoy a broad range of nutritious, home-made meals. The setting cooks are dedicated to providing children with meals they enjoy, contributing to children's positive attitude to healthy eating.
- The managers have not established a highly precise training plan for all staff to help to extend their already good skills and knowledge at the highest level.
- Staff do not always make the most of opportunities for children to explore and investigate natural materials indoors.

## What the setting needs to do to improve further

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

- strengthen performance management systems and identify a meticulously targeted training plan, tailored to staff's individual learning needs, that extends their good knowledge and skills even further
- extend opportunities even more for children to explore and investigate different natural materials in their play indoors.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with managers and staff. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents and took account of their views and comments.

#### Inspector

Michelle Jacques

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have good knowledge of their child protection responsibilities. They know how to respond appropriately to any safeguarding concerns. Staff work effectively as a team and communicate well with each other. They share responsibilities and distribute tasks equally, to contribute to the smooth running of the setting. Managers proactively seek the views of staff, children and parents about the quality of the setting. They are aware of their many strengths and are ambitious to continually improve. Robust recruitment and supervision systems are in place to help to promote a safe environment for children to play and learn in.

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

Staff regularly observe children and monitor their progress. They know children well and plan activities linked to children's interests and next steps in learning. For example, children show an interest in zoo animals. This preference is incorporated into a range of different activities to help to inspire children and promote their ongoing development. The quality of teaching is consistently good. Staff participate in children's games and suggest ideas to extend children's learning. For example, children develop their ideas as they pretend to wash dolls. Challenge is extended as staff encourage children to dry and dress the dolls. This helps to extend their physical coordination during play. Children develop an understanding of the world in very creative ways. Children care and tend to plants in the garden, such as strawberries and tomatoes. Teaching is considerate and learning is well supported.

### Personal development, behaviour and welfare are good

Staff are exceptionally calm and gentle in their interactions with children. They are kind, caring and attentive. The atmosphere throughout the nursery is relaxed and children are extremely happy and content. Children benefit from clear boundaries and familiar routines. For example, a tambourine sound indicates tidy-up time. Children understand this signal and respond immediately. Children cooperate and behaviour is good. Children bubble with excitement as they explain that they receive stickers if they behave well. They proudly show the many stickers they have collected, demonstrating their positive self-esteem and sense of self-worth. Children are confident, self-assured and happy in this friendly setting.

### Outcomes for children are good

Children make good progress from their starting points. They are confident, assertive and motivated to learn. Older children begin to recognise and write familiar letters. Babies grow in confidence and independence as they complete simple tasks for themselves. For instance, babies hold spoons and feed themselves with increasing success at mealtimes. Children jump, climb, run and balance when dancing. Children of all ages become confident communicators. They assert their ideas and wishes in age-appropriate ways. All children progress from their starting points and are prepared well for the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY542928
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10089962
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	125
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Vernon Cooper Properties Limited
<b>Registered person unique reference number</b>	RP542927
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01270 623023

Parklands Day Nursery registered in 2017. The nursery employs 14 members of childcare staff, all of whom hold relevant early years qualifications at level 2 or above. The nursery employs a qualified teacher. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery offers funded early education for two-, three- and four-year-old children.

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