

# Green Park Day Nursery

Green Park, Stocks Lane, Penketh, Warrington, Cheshire WA5 2RW



<b>Inspection date</b>	5 August 2019
Previous inspection date	9 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Leaders provide a wide range of interesting and challenging activities to support children's development in all areas of learning. Children are free to explore the activities available both indoors and outside.
- Staff are nurturing, caring and playful with the children. They know the children very well and have built positive relationships with them. They use props such as 'Monkey Bob' to support children in their personal, social and emotional development.
- Parents speak highly of the staff team. They are happy with the progress their children make. They say their children have come on 'leaps and bounds' since they started to attend. Parents say their children are extremely well supported to settle in and during the transitions they make within the nursery and on to other settings.
- Staff gather detailed information on children's starting points. They complete accurate observations and assessments of children's learning. Staff use these observations to plan for the next steps in children's learning. Children make good progress from their starting points.
- Staff do not fully understand how best to support children who speak English as an additional language during their play and learning.
- Staff do not always encourage children to explore their own ideas and expand their thinking during play activities.

## What the setting needs to do to improve further

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

- enhance opportunities for staff to develop their understanding of how best to support children who speak English as an additional language
- develop further opportunities for children to explore their own ideas and to think hard for themselves during play.

### Inspection activities

- The manager took the inspector on a tour of the premises.
- The inspector carried out a joint observation with a member of the management team.
- The inspector observed the quality of the interactions between the children and the staff.
- The inspector spoke to staff, parents, children and the management team at appropriate times during the inspection.
- The inspector read a sample of relevant documentation, including evidence of the suitability of staff working in the setting.

#### Inspector

Paula Graves

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge of the procedures to follow should they have concerns about children's welfare. The management team supports staff to extend their skills and knowledge. For example, staff attend training to support children with special educational needs. Recruitment procedures are effective and new staff receive a thorough induction. This supports them to carry out their roles and responsibilities effectively. Leaders work together to monitor staff practice. In the main, they identify staff strengths and areas for development effectively. They provide appropriate support to staff to raise many aspects of the quality of teaching further. Ratios are maintained to ensure appropriate supervision of children.

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

Staff regularly share information with parents. For instance, they meet regularly with parents to share progress and discuss their children's learning. Parents also have free access to children's learning journals. Younger children enjoy playing with doctors' equipment to make teddy feel better. This promotes children's imaginative play and supports their understanding of different occupations. Older children practise making challenging movements, such as skipping, stretching and squatting as they balance books on their heads. This helps to support children's physical development. Staff support most children's language development very well. For instance, they encourage children to use words such as 'tricky', 'trickier' and 'trickiest' during play activities. In addition, staff regularly share books with children. Children repeat familiar phrases in stories as they go on a 'bear hunt' with staff.

### Personal development, behaviour and welfare are good

Staff support children to manage risks during play. For example, they encourage children to practise hammering golf tees into polystyrene, before they move on to banging nails into wood during woodwork activities. Children learn to use tools for a purpose. For instance, they saw blocks of wood to make a dice. Staff reinforce children's positive behaviour. For instance, they display written captions of the positive things children do, such as helping their friends to tidy up. Children learn behavioural expectations and behave well as a result. Staff teach children about the importance of living healthy lifestyles. For instance, they provide children with a healthy range of meals and snacks. They remind children of the importance of drinking lots of water to stay hydrated. Additionally, they ensure children have daily access to fresh air and exercise outside.

### Outcomes for children are good

Children practise the skills they will need when they start school. For example, older children learn to write the letters in their name. Younger children freely make marks on chalkboards outside. This promotes children's early writing skills. Children enjoy building houses for 'the three pigs'. Staff support children's understanding of mathematical language. For example, they ask children if they want to place bricks on top of, next to or behind each other to build their structures. Children develop some skills which contribute to their growing independence. For example, they serve their meals at lunchtime and select activities of their choosing.

## Setting details

<b>Unique reference number</b>	EY272163
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10109697
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Abbeystore Limited
<b>Registered person unique reference number</b>	RP905177
<b>Date of previous inspection</b>	9 August 2013
<b>Telephone number</b>	01925 790222

Green Park Day Nursery registered in 2003 and is located in Penketh, Warrington. The nursery employs 23 members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens Monday to Friday from 7.30am until 6pm, closing for one week at Christmas and on bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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