

Inspection of Parklanes Wykeham Childcare Ltd.

21 Barton Road, Wykeham Primary School, HORNCHURCH, Essex RM12 4AA

Inspection date: 9 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The managers and staff provide a welcoming and nurturing learning environment where children feel safe and secure. Children thoroughly enjoy their time at the nursery. They are enthusiastic and engaged in their learning. They arrive in good spirits and are eager to learn. Staff offer plenty of cuddles and reassurance. Children learn to tend to their own personal needs with gentle encouragement and support. Staff provide a curriculum tailored to children's individual learning needs and build on their current interests. Children use their imagination well as they pretend to be pirates on a pirate ship. They have ample opportunities to develop their physical development. They manoeuvre themselves on scooters, bicycles and ride-on cars. Children enjoy singing nursery rhymes. As staff pose questions and make suggestions, children become more inquisitive to find answers. For instance, children explore cutting and peeling onions and notice it does not make their eyes water. Children thoroughly enjoy dancing to music. They clap their hands and laugh loudly. Children have rich experiences. They explore potatoes in soil and use a vacuum cleaner to pick up coloured rice spilled on the ground in the garden. Children behave well. They understand how to keep themselves and each other safe.

What does the early years setting do well and what does it need to do better?

- There is genuine care given by staff to support children's emotional well-being. Staff attentively address the needs of children. Children receive encouragement and praise when they attempt to do things for themselves. Overall, they behave well because they know what is expected of them. They take turns and share as staff coach them in these skills.
- Staff skilfully support children with special educational needs and/or disabilities. They work closely with parents and other professionals, and have formed strong bonds with other settings to find out the best possible ways to support children. Parents describe the support they receive from the nursery staff as 'invaluable' and 'do not know what they would have done without their support'.
- Children are full of energy and highly active indoors and outdoors. They engage in yoga sessions, find quiet areas to look at books, take part in singing nursery rhymes, and taste, smell and weigh fruits and vegetables. Children crinkle their faces and say, 'Lemons taste sour'. However, on occasions, staff do not extend children's learning enough due to the high needs of other children.
- Children show a positive attitude to learning. They experience safe risks and challenges. Younger children climb onto soft blocks and jump off with adult assistance. Older children balance and then jump off large tyres, climb large apparatus and slide down the slide with confidence.
- Managers take the happiness and well-being of staff members very seriously. As a result, they retain highly experienced staff who have been at the setting for a

long time. Staff receive regular coaching and supervision from the management team. Managers look for ways to help staff improve their knowledge and teaching skills. Staff have a wealth of knowledge between them and attend new training courses regularly. Children benefit from the expert teaching skills that each staff member brings.

- The manager and staff provide children with a well-planned curriculum overall. They use effective systems to assess children's good progress. They consider children's individual interests and next steps in learning when planning activities. Children's progress is tracked closely so gaps in learning are swiftly addressed. However, at times, children's independence is not promoted consistently during mealtimes.
- Partnership with parents is very strong. Parents speak highly about the nursery and staff. They feel that their children are safe and cared for well. Staff help parents to understand their children's development and how they can support their learning at home.
- Managers use funding to support children's communication and language development further, to help narrow any gaps in children's learning and increase their levels of confidence. They use repetition and act as good role models for communication. Children begin to communicate more effectively through focus activities. They tell jokes and discuss their families.

Safeguarding

The arrangements for safeguarding are effective.

The managers ensure that all staff undertake safeguarding training. Staff know the action they must take if they have a concern about a child. They know the signs and symptoms to look for and the procedures to follow if they have any concerns about a child's welfare. Robust recruitment and vetting systems are in place to ensure the suitability of staff. Staff carry out risk assessments to ensure potential risks are managed effectively. They ensure that the required adult-to-child ratio is maintained at all times.

What does the setting need to do to improve?

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

- increase opportunities for all children's learning to be extended to further progress
- develop children's independence during mealtimes.

Setting details

Unique reference number	EY344972
Local authority	Havering
Inspection number	10128449
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	60
Number of children on roll	119
Name of registered person	Parklanes Wykeham Childcare Limited
Registered person unique reference number	RP907170
Telephone number	07738 506600 or 07752546910
Date of previous inspection	28 January 2015

Information about this early years setting

Parklanes Wykeham Childcare Ltd registered in 2008. It operates from a purpose-built, portable building within the grounds of Wykeham Primary School. The pre-school is open each weekday from 8am until 3pm, during term times only. A breakfast club operates from 8am to 9am, and an after-school club operates from 3pm to 6pm. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 16 staff. Of these, nine staff hold relevant qualifications at level 3, two hold relevant qualifications at level 4, two hold relevant qualifications at level 5, and one member of staff holds a degree in early years.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held a meeting with the director and the nursery managers.
- The inspector read written testimonials and spoke to several parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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