

Inspection of Parkway Day Nursery @ The Avenue

The Avenue Primary School, The Avenue, Nunthorpe, Middlesbrough, Yorkshire
TS7 0AG

Inspection date: 15 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in this stimulating setting. They participate in well-planned activities that encourage physical development. For example, children develop their fine manipulative skills as they use scissors and knives to cut fresh herbs. Older children enjoy climbing on crates, tractor tyres and large wooden frames. Children show an interest in living creatures. They enjoy exploring the garden to find insects. For example, they find two worms in the plant pot and carefully show their friends. Children closely watch as a small spider climbs in the garden, before placing it on log to keep it 'safe'. Staff closely supervise children and extend their vocabulary. They describe what children are doing as they play and use effective questioning skills to extend children's vocabulary even further.

Older children enjoy group time. They show good levels of confidence and concentration as they take part in planned activities. For instance, children interact enthusiastically with staff, guessing which instrument is being played. Younger children proudly share the marks they make on paper as they complete their daily 'register'. They explain that all their friends are here, and it is time to 'work'. Children are well behaved and have a good attitude to learning.

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

- Partnerships with parents are a strength of the setting. Parents know what their child is learning, even though they cannot come into the setting due to COVID-19 (coronavirus) restrictions. Staff share information with parents to help them to understand how children's learning can be further supported at home. Parents are very complimentary about the setting. They comment that the staff are supportive towards the whole family and know their children very well.
- Children immerse themselves in imaginary play and eagerly invite staff to join them. For example, they use plastic tubes and telephones to speak to staff across the garden. Furthermore, younger children wash their babies in the water tray and take them for walks around the garden.
- Through assessment, staff recognise the areas where children have gaps in their learning because they have been at home due to the COVID-19 (coronavirus) pandemic. They focus on helping children to develop their social skills and independence. Staff take time to settle children back into the nursery gradually. They are very caring, sensitive and nurturing. They quickly respond to children's needs. For instance, young children who are unsettled are quickly provided with cuddles and reassurance. As a result, children settle quickly and form secure relationships with their key person. This helps to promote children's emotional well-being.
- The manager and director understand the importance of self-evaluation. They review the nursery to help them to make improvements. The manager places a

strong emphasis on staff well-being. Regular meetings and supervisions ensure all staff are well supported. Staff attend training to help further develop their knowledge.

- Staff support all children's literacy from an early age. Young children demonstrate high levels of concentration and enjoyment as they share books with staff. Staff skilfully introduce vocabulary, such as 'caterpillar' and 'cocoon'.
- Good partnerships are in place with other settings that children attend. They regularly share development information. This helps to promote continuity of care and learning.
- Overall, staff know the children well. They use their knowledge of children's interests and development to shape a curriculum that is exciting and extends their learning. However, some staff are at an early stage of understanding curriculum intentions and focus on what children might learn from activities, rather than what staff are going to teach.
- Staff provide some children with nutritious meals and talk to them about the importance of being healthy. Where children bring in their own lunches, staff work with parents to ensure the lunches are nutritiously well balanced. Staff support children's independence well. For example, children are encouraged to tidy up after themselves and select their own activities and resources. Staff praise children for their efforts. This helps to develop children's confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

All staff place a high priority on safeguarding children and are clear about the procedures to follow should they have concerns about a child. Staff keep themselves up to date with recent legislation. For example, they have a good understanding of their role within the 'Prevent' duty legislation, female genital mutilation and county lines. Whistleblowing procedures are well understood by all staff. Risk assessments are in place, reviewed and understood by staff. This keeps children safe in the setting. The manager uses robust procedures for the recruitment and induction of new staff, to ensure children are cared for by suitable people.

What does the setting need to do to improve?

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

- help new staff to further develop their understanding of the curriculum, so that they are aware of the specific learning intentions for individual children.

Setting details

Unique reference number	EY563625
Local authority	Middlesbrough
Inspection number	10194282
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 at time of inspection	2 to 11
Total number of places	28
Number of children on roll	68
Name of registered person	Parkway Day Nursery Limited
Registered person unique reference number	RP908008
Telephone number	07834225462
Date of previous inspection	Not applicable

Information about this early years setting

Parkway Day Nursery @ The Avenue registered in 2018. It is situated in the Nunthorpe area of Middlesbrough. The nursery operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and one week at Christmas. The nursery employs four members of staff. Three hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Campbell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the nursery manager and director. They discussed the learning environment and how the curriculum is organised.
- The inspector and the manager observed and evaluated an activity.
- The inspector held a number of discussions with the staff and children during the inspection.
- The inspector held a meeting with the nursery manager and director. They looked at relevant documentation, such as the nursery's action plan and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussions.

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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