

Inspection of Parkgate Nursery

Cokayne Avenue, Ashbourne, Derbyshire DE6 1EJ

Inspection date: 13 August 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 enthusiastic and confident as they move around their room and the outside area. Two-year-old children negotiate the outside equipment. They scramble up the climbing wall with support from staff and eagerly come down by themselves. Babies learn how to take turns and wait patiently to roll their cars down ramps. They laugh and scream with delight as the car reaches the bottom, their success encourages them to do this again. Children cooperate as they play together with the toy farm animals, they move the animals around the carpet and make animal sounds. They giggle and smile and initiate their own play.

Children have an eagerness to learn and take part in activities. Pre-school children relish making play dough. They know the ingredients to use and how to make the dough. They solve the problems set by staff, such as how to divide the dough equally between themselves. They do this successfully and revel in using their small-muscle skills to manipulate the dough. Children cut out shapes from the dough and count how many they have each, and decide who has more or less. Staff introduce new words, such as 'knead and sticky' to describe what the children are doing and the textures of the dough.

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

- The manager and staff have a clear understanding of how children learn. They support children to achieve their next steps and future learning. For example, they support and extend children's communication and language development. They make eye contact with babies and repeat words to help their understanding. Two-year-old children enjoy singing to help them learn new words and staff ask pre-school children questions to enhance their thinking skills.
- Staff plan focus activities to enhance children's learning, for example story time. Children are enthusiastic about these activities at the start and eager to join in. Despite this, staff do not always encourage two-year-old children to concentrate and become involved and they soon lose their interest, become disengaged and move away.
- Overall, staff develop children's mathematical skills. They encourage pre-school children to recognise numbers and begin simple addition calculations. However, staff do not always help children to consolidate and extend their understanding of capacity. For example, staff do not encourage children to use mathematical words, such as 'full and empty' as they fill and tip water out of containers as part of their water play.
- Staff work closely with parents to help ensure they meet children's needs. They take time to get to know the children and their families. They find out about children's interests to help them provide opportunities that children will enjoy,

and inform parents of their children's learning. Parents speak positively about the care and education their children receive. They say staff are friendly and approachable.

- Staff extend children's experiences from home to enhance their learning at the pre-school. For example, for children who live in flats or children who do not have gardens, staff provide opportunities for them to dig and explore in the nursery garden. To further extend this experience, staff encourage children to plant and grow vegetables and flowers, such as runner beans and sunflowers.
- Staff support children to behave well and learn about similarities and differences between themselves and others. Staff encourage children to talk about what makes them unique. For example, they talk about each other's differences, such as hair and eye colour or who they live with.
- Staff support children's growing independence. Two-year-old children learn to pour their own drinks at snack time and pre-school children take themselves to the bathroom. All children, including babies, learn to wash their own hands and four-year-old children know this is to remove germs.
- The manager supports staff through regular supervision meetings and discusses their training needs. This helps to ensure continuous improvements and a high-quality service for children and families. Staff in the baby room have recently attended a course on baby signing to help communicate better with babies.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of their responsibilities to safeguard children. They are confident about the procedures to follow should they have concerns about any of the children in their care. They know who to contact if there is an allegation made against a member of staff. Regular training helps to keep the staff's knowledge of legal requirements up to date. The manager, who is also the owner, follows robust recruitment procedures when appointing new staff to help to ensure that they are suitable for their roles. Staff complete daily safety checks and remove any hazards as soon as they are identified to ensure the nursery is safe.

What does the setting need to do to improve?

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

- develop how staff support two-year-old children to maintain their concentration and become engaged in focus activities
- review the curriculum for mathematics to better support the development of pre-school children's understanding of capacity.

Setting details

Unique reference number	EY555383
Local authority	Derbyshire
Inspection number	10174836
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	43
Name of registered person	Parkgate Nursery Limited
Registered person unique reference number	RP555382
Telephone number	01335345492
Date of previous inspection	Not applicable

Information about this early years setting

Parkgate Nursery was registered in 2018 and is located in Ashbourne, Derbyshire. The nursery is open from, 7.30am till 6pm Monday to Friday all year round except for bank holidays and a week at Christmas. The nursery employs 11 members of childcare staff of whom all have a qualification in early years from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager took the inspector on a learning walk to explain how the curriculum is organised and delivered.
- The inspector and the manager took part in a joint observation. The inspector considered the quality of education during activities and the impact this had on children's learning.
- Staff spoke to the inspector at appropriate times throughout the inspection. The inspector interacted with the children during their play and observed the interactions between the staff and the children to consider the impact these have on children's learning.
- Parent's views were taken into account as they discussed these with the inspector on the telephone.
- The inspector had a discussion with the manager about staff's training and how she evaluates their practice.
- The inspector reviewed relevant documentation, and evidence of the staff suitability.

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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