

Inspection of Park View Nursery

204 Nuthurst Road, Manchester, Lancashire M40 3PP

Inspection date: 19 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 have a real sense of belonging at the nursery. They adore the staff who look after them and who make sure they stay safe. Children form strong relationships with their friends as they play together. All children have a positive attitude to learning and take part in lots of exciting activities. A particular favourite is singing and dancing. Children sing songs with gusto. They know all of the words and have great fun hitting the high notes for the finale. Their enthusiasm sums up their time at the nursery. They are extremely happy and settled.

The managers and staff want all children to achieve the best they can. They have made significant improvements so that children with special educational needs and/or disabilities (SEND) can reach their full potential. Children who need a little more help get the support they need, so they can progress in their learning.

Children behave well and are eager to help others. For example, older children enjoy the responsibility of helping staff to settle the younger children to sleep. They sing 'Twinkle, Twinkle Little Star' in their quiet voices and beam with pride as the children drift off to sleep.

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

- The newly appointed manager has made rapid improvements in a short space of time. She has created high-quality play areas, both indoors and outside, so children have a variety of learning opportunities. Staff have undertaken training to improve the quality of teaching, which has had a positive impact on children's learning. In addition, staff are no longer required to complete unnecessary paperwork. Staff appreciate these improvements and say they feel supported by the management team.
- All children, including disadvantaged children, benefit from a wide range of activities. They recently learned about people who help them when the police officers were invited to visit them at the nursery. During a world sporting event, children sampled foods from around the world, such as pizza and tapas. This helped them to learn about similarities and differences between this country and other countries. Children also have hands-on opportunities to explore nature. For example, they show curiosity as they discover minibeasts in the 'bug hotel'. These experiences help to enrich children's awareness of the world.
- Staff make learning fun. They play with children and offer lots of encouragement to help them to succeed. For example, staff play jumping games and encourage children to count how many jumps they can do on the trampoline. They help children sequence their counting by asking 'what comes next?'. If children need a little support, for example, to put on their shoes, staff are quick to respond. They offer some help which motivates children to keep trying until they finally

succeed.

- Children are exposed to lots of words, which helps to widen their vocabulary. Staff speak clearly and engage children in lively conversations. As a result, children are developing good speaking skills and many construct some complex sentences. Staff also adapt their communication methods so that children with SEND do not miss out. They use basic sign language and familiar objects to help children to understand and communicate.
- Although the quality of education has improved, some activities are not planned and sequenced to build on what children know and can do. This means that learning does not consistently extend children's knowledge and understanding. This is particularly evident in children's literacy. For example, children who are more than capable of writing some letters of their names, have limited opportunities to practise their early writing skills. In addition, capital letters are in the middle of words that are displayed around the nursery. This does not help to support children's early reading and writing development.
- A strength of the nursery is how well children settle into the nursery routine. For example, new children who are little apprehensive about trying new foods, sit with their friends at lunchtime. This helps to build their confidence and social skills. Within a few weeks, they are devouring home-cooked meals, such as chicken curry and pilau rice. Children are extremely happy in the nursery.
- Staff build trusting relationships with the children and welcome their parents into the nursery. Parents are hugely complimentary about the staff and how the nursery has improved. The comment of one parent that 'I like the feel of the nursery', was typical of the views of other parents.

Safeguarding

The arrangements for safeguarding are effective.

All required checks are completed on staff to ensure their suitability to work with children. Staff have a thorough induction and regular training. The training also includes how to protect the most vulnerable children. Staff are fully aware that children with SEND are more at risk of abuse. As a result, they understand that any subtle changes in a child's behaviour may be a cause for concern. Staff confidently discuss the procedures that they would follow in the event of a child protection concern. All areas of the nursery are safe.

What does the setting need to do to improve?

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

- provide opportunities for children to practise their early writing skills, and make sure that words displayed around the nursery are written correctly
- ensure the curriculum is consistently planned and sequenced to help children to build their knowledge and skills over time.

Setting details

Unique reference number	2531351
Local authority	Manchester
Inspection number	10177702
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	19
Name of registered person	Park View Day Nursery Limited
Registered person unique reference number	2531350
Telephone number	0161 278 0435
Date of previous inspection	Not applicable

Information about this early years setting

Park View Nursery registered in 2019. It is situated in New Moston, Manchester. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualifications at level 7, one holds level 4, three hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- Discussions were held with the manager and staff at appropriate times during the inspection.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to children about their play and learning.
- Consideration was given to parents' views. The inspector spoke to parents during the inspection and viewed written testimonials.
- The inspector checked evidence of the suitability of staff working with children.
- The manager and inspector carried out a joint observation.

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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