

Inspection of Parklands Private Day Nursery Lydiate

Parklands Private Day Nursery, 5 Moss Lane, Lydiate, Liverpool L31 4DB

Inspection date: 1 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at nursery ready to play. They demonstrate that they feel secure in the familiar surroundings and in the care of the friendly staff. Younger toddlers busily explore the indoor and outdoor spaces. Staff stay close to babies who are new to the setting. This reassures the babies and helps them to get used to being part of the group. Older children settle to table-top activities. They carefully apply glue and use coloured sticks and tissue paper to make their own pictures. This helps children to use tools with increasing precision. They learn to be creative and have their own ideas.

Children hold conversations with staff and each other. However, staff do not focus effectively enough on helping children to hear and understand more words. They limit pre-school children's learning by calling the bigger goats in a family 'mummy' and 'daddy' instead of 'nanny' and 'billy'. Staff in the baby room talk about animals without showing children pictures or models to help them to understand the words. This limits children's language development and knowledge. Children, sometimes, do not know how to behave. This is because staff do not have a consistent approach to teaching daily routines. Some children learn that tidy-up time is when they are free to run around the playroom. This hinders children's progress because they do not learn to listen and to follow instructions. Managers know that there are weaknesses in practice. However, steps taken to help staff to improve are not effective enough.

Parents and carers praise the team's response to the COVID-19 pandemic. For example, staff checked children's temperatures before admitting them each day. Parents say that staff made the process enjoyable. This helped children to feel relaxed and calm about the changes that kept them safe.

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

- The nursery manager took up her post quite recently. Ongoing difficulties with staff recruitment mean that she is frequently deployed as a member of staff within the childcare rooms. This does not help her to address the weaknesses in practice that she identifies.
- Managers are caring and supportive of staff. They take steps to make staff's workload manageable. Managers observe and coach staff. However, they do not make the next steps for staff's professional development precise or measurable enough. Staff do not know what to do to improve their practice. Weaknesses in teaching mean that children do not make good progress in their learning.
- Staff do not promote children's communication well enough. Older children gather to participate in a percussion activity. They copy staff's actions enthusiastically. However, they do not hear the instructions themselves because

the recorded songs are fast paced and the words are indistinct. Younger children show interest in pouring water between containers. Staff join in but do not model the words for children's actions or name the equipment that they are using. This limits opportunities for children to extend the number of words that they know and understand.

- Staff follow care routines, such as changing children's nappies. This helps to ensure that children's needs are met. However, staff do not establish and teach some routines consistently enough and, at times, children are not sure how to behave. Some daily routines do not promote children's confidence and independence well enough. For example, pre-school children sit waiting for staff to bring cutlery and food to them at lunchtime.
- Some learning is sequenced well. The youngest children walk and run freely in the safe outdoor space. This helps them to become strong and active. Older children take part enthusiastically in a game called 'Traffic Lights'. They change their movements when the colour changes. This helps them to learn that a symbol can be used to convey meaning. Children run, jump, hop and walk at different speeds. They learn to skilfully change direction to avoid colliding with each other.
- Children eat a healthy, balanced diet. Staff take frequent drinks of water and tell children why this is important. Children copy them and develop habits that help to promote their good health. Staff know which children have allergies to particular foods and cater safely for them. They work in partnership with parents so that families' individual and religious dietary preferences are respected.
- Staff complete the progress check for children between the ages of two and three years. They involve parents and encourage them to share the assessment with other professionals, such as the health visitor. This helps everyone to work together, should concerns about children's development arise. Parents say that they feel well informed about activities and children's daily care.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete training that updates and extends their knowledge of child protection matters. Staff know what to do if they consider that a child is at risk of harm. Staff complete required records. For example, when children sustain injuries, staff complete accident forms and share them with parents. Staff identify and minimise hazards to children. They complete daily checks of the premises and supervise children at all times. Managers follow safe recruitment procedures. New staff complete a comprehensive induction programme before their appointment is confirmed. This helps staff to understand their role and responsibilities.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff know precisely what to do to improve their practice	29/03/2022
improve staff's knowledge and understanding of language development, so that activities and interactions help children to extend their vocabulary and communicate.	29/03/2022

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

- establish high-quality, consistent routines, so that children are supported to become independent and develop self-control.

Setting details

Unique reference number	EY333142
Local authority	Sefton
Inspection number	10205432
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	0 to 4
Total number of places	48
Number of children on roll	56
Name of registered person	Parklands Private Day Nursery Ltd
Registered person unique reference number	RP525001
Telephone number	0151 531 6776
Date of previous inspection	20 April 2017

Information about this early years setting

Parklands Private Day Nursery Lydiate registered in 2006. The nursery employs seven members of childcare staff. Of these, five hold qualifications at level 3. One member of staff holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of the nursery. They conducted two joint observations of practice.
- Meetings took place between the inspector, the nursery manager and the area manager.
- The inspector spoke with staff and children during the inspection. She spoke with parents and has taken account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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