

Inspection of Park Families Dunsbury Way Nursery

Leigh Park Community Centre, Dunsbury Way, Leigh Park, Havant, Hampshire PO9 5BG

Inspection date: 17 February 2022

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

Children are very confident and eager to learn. They behave well and support and nurture their friends. For example, older children teach younger children that they need to add water to the sand to build a sandcastle. Children's views are valued and respected by the staff team. Children choose their own activities and lead their play, with their key person close by to support them.

Children build close friendships and enjoy playing together in the role play area and in the garden. They use their imagination while learning about road safety, pretending that they are pressing traffic lights and crossing the road. Children learn about healthy eating and the importance of brushing their teeth. After lunch they clean their teeth and confidently explain what may happen if they do not care for them.

Children make good progress in their learning, particularly in their social and emotional development. Staff read stories with energy and enthusiasm, which keeps children engaged and focused. For example, children recreate 'The Three Little Pigs' story using props and puppets, repeating key phrases.

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

- Staff build positive relationships and know their children and families well. They provide children with opportunities that build upon their experiences of the world. For example, they take children on outings to the local shops and library. The manager has created a library area within the nursery. Children are invited to take books home to share with their families.
- The manager and staff have a strong focus on children's personal, social and emotional development. This does not detriment the children but, at times, this focus does not extend on children's next steps in their learning. Staff acknowledge and support children's emotions, helping them to resolve their problems. They encourage independence, supporting children to be ready for the next step in their learning. Children are encouraged to have a go at putting on their own coat or shoes when they want to go outside.
- Staff interact with the children during their play, commentating on what they are doing and asking questions to challenge their thinking. The use of sign language provides children with another method of communication. Children with special educational needs and/or disabilities are supported well. Staff work with other professionals, sharing information to meet the needs of the children. Children benefit from a dedicated speech and language therapist who works with them on an individual basis. She also provides training and advice to the staff team.
- Staff speak positively of the support they receive from the manager. Regular supervision helps to identify any training needs. Staff work together as a highly

effective team. They show respect for each other and communicate very well. The staff create a calm and organised learning environment for the children.

- The manager knows what she wants children to learn. Staff plan activities to capture the children's attention and develop their listening skills. For example, staff use a box filled with stimulating small toys that capture the children's attention and build anticipation. Children wait with excitement to see what toy is coming next. Children make good progress in their learning. The manager monitors their progress to identify any gaps in their learning at the earliest opportunity.
- Parents speak highly of the nursery and are happy with the progress their children are making. They are provided with regular feedback and given ideas of how to support children at home. Children build secure attachments to their key person, helping them to feel safe and secure. For example, younger children are confident to explore and play alongside their older friends with their key person nearby for support.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are experienced in safeguarding and fully understand their responsibility to keep children safe. They ensure that staff are appropriate to work with children, and monitor their ongoing suitability effectively. Staff are confident in their safeguarding knowledge and know the process to follow if they have a concern about a child. Leaders regularly check staff's knowledge is up to date and provide them with refresher training. The staff work well with other professionals, such as health visitors, to ensure support is in place for the children and families. Accidents and incidents are clearly recorded and the leader monitors these to highlight any concerns within the setting.

What does the setting need to do to improve?

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

- further develop the curriculum to offer new challenges and help children make the best possible progress in all areas.

Setting details

Unique reference number	EY401373
Local authority	Hampshire
Inspection number	10128736
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	40
Name of registered person	Park Families Limited
Registered person unique reference number	RP907506
Telephone number	02392643282
Date of previous inspection	15 January 2016

Information about this early years setting

The nursery registered in 2009. It is located in Havant, Hampshire. The nursery is open Monday to Friday from 9am until 3.15pm, during term time only. There are seven members of staff, all of whom hold at least a level 3 qualification. One member of staff is qualified to level 5. The nursery provides funded early years education for two-, three- and four-year-olds.

Information about this inspection

Inspector
Jade Orosz

Inspection activities

- This was the first routine inspection the provider 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 provider.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector looked at relevant documentation and reviewed 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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