

Inspection of Parkview Day Nursery

236 East Park Road, Leicester, Leicestershire LE5 5FD

Inspection date:

27 September 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and confidently move around their learning environment, choosing what they wish to play with. Adults provide a range of fun activities for children. However, the curriculum is not implemented consistently to support all children's learning. Transitions between group rooms are not managed effectively to ensure information is shared to help children to continue their learning and development. Despite this, children enjoy the activities that staff provide for them, such as stomping around the garden like a dinosaur.

Most children have English as an additional language, and even though there are language barriers, children are developing strong relationships with their key person. Children demonstrate that they feel safe. They are confident to approach the friendly staff and ask for support if they need it. Children are kind and have good manners. They build good friendships with each other and show that they can cooperate and work well together. They support each other as they create a spider web with ribbons on the floor.

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

- Staff plan the environment to ensure it reflects the seven areas of learning. They ensure that children have fun and enjoy their time in nursery. However, staff do not consistently support children's communication and language. Children who have significant gaps in their listening and speaking skills are not supported to catch up. For example, staff do not give children time to respond when they ask them a question. Young children do not consistently experience a wide range of vocabulary. For instance, at times, staff do not use correct language as children play, to help build their early speech.
- Although the management team have developed a curriculum, staff do not implement the learning intentions of this well enough. Leaders have intentions for children in the pre-school room to learn independence skills. Yet, sometimes, staff do not give children enough opportunities to do things for themselves. Staff wipe younger children's noses for them, and they pour drinks for older children.
- Children behave well. They use their good manners and sit well at mealtimes. Children are considerate of their friends. For example, older children pass cushions to each other when collecting them to build a tower. However, during an adult-led messy play activity, children quickly lose interest because staff do not effectively support them and extend their play.
- Relationships with parents and carers are a particular strength of this nursery. Parents explain that they feel supported by the staff. For example, staff share information on how to support their child's good oral health and how to keep children safe online. Parents praise how well their children have settled in and report that their children are happy to come to nursery. Staff give feedback to

parents every day and make sure that they share information about children's experiences at nursery.

- Overall, children build secure attachments with staff which supports their emotional well-being. However, when children transition from one room to the next, information regarding their care and learning needs is not shared effectively. As a result, staff are not able to build on what children already know and can do.
- Leaders and managers hold supervision meetings to discuss and review staff practice. Management have recently sought the help of a consultant who provides training for the staff team. Staff comment that they feel valued and supported. However, leaders do not effectively identify gaps in staff's understanding of the curriculum and how to implement it. Furthermore, staff do not have a good understanding of their personal targets for improvement to best support the children that they care for.
- Leaders and managers work with children and their families to help them to access their full-funding entitlement, as well as extra support, such as help accessing food banks. They explain what a challenge the COVID-19 pandemic has been for families and how they have supported them.

Safeguarding

The arrangements for safeguarding are effective.

The management and staff team have completed safeguarding training. They have a clear understanding regarding the signs and symptoms of abuse and who to report concerns to. Staff explain whistle-blowing procedures and know what to do if they have any concerns about a colleague. They complete daily checks of the environment to ensure spaces used by children are kept safe and secure. The nursery follows safer recruitment procedures to ensure that all staff working in the setting are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff develop the skills and knowledge they need to promote children's communication and language, including for those children who speak English as an additional language	25/10/2022

strengthen coaching and support for staff to help improve their teaching practice and their knowledge of the curriculum	25/10/2022
implement an ambitious curriculum that considers the individual needs and stages of development of all children	25/10/2022
ensure information is shared between staff as children transition from one room to the next, to help staff know and understand what it is children need to learn next.	25/10/2022

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

- provide further opportunities to support children's independence skills.

Setting details

Unique reference number	226982
Local authority	Leicester
Inspection number	10138422
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	1 to 4
Total number of places	45
Number of children on roll	50
Name of registered person	Kiddycare Limited
Registered person unique reference number	RP903439
Telephone number	0116 2734237
Date of previous inspection	27 June 2013

Information about this early years setting

Parkview Day Nursery registered in 1989. It is situated in the Highfields area of Leicester. The nursery employs nine members of childcare staff. Of these, eight staff have appropriate early years qualifications from level 2 to level 6. 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

Eleanor Hutton

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.
- The inspector viewed the premises and discussed the safety and suitability of the premises.
- The manager and operations manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke with staff during the inspection.
- The manager and inspector carried out a joint observation during an adult-led activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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