

Inspection of Parkfield Nursery

143 Dalston Road, Carlisle, Cumbria CA2 5PG

Inspection date: 8 November 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff cherish each and every child. They place children at the very heart of everything that they do. Bespoke settling-in sessions are carefully tailored to children's specific needs. Children benefit immensely from the personalised one-to-one support they receive from their key person on arrival. This contributes towards the very special bonds that are formed between children and staff. Children are incredibly happy and settled. They enjoy every minute of their time at this wonderful nursery. Children's behaviour is impeccable. They use polite phrases, such as 'excuse me', when trying to move past others.

Leaders and staff have high aspirations for every child. They strive 'to ensure that all children are continually challenged and have oodles of fun'. Children are extremely motivated learners. Babies babble continuously during play. They show immense trust in their key person and confidently let go of one of their hands when learning to walk. Younger children actively reflect on their home-life experiences during pretend play. They use tools carefully and competently, when cutting up vegetables to make their very own 'carrot pasta'. Older children ride a bike with precision and skill outdoors. They negotiate a safe pathway when travelling at speed along platforms, up and down ramps and around cones. Children who speak English as an additional language enjoy creating puddles and learn new methods to transport water. Children with special educational needs and/or disabilities (SEND) strive to become even more independent. At snack time, they willingly challenge themselves and successfully climb up and onto their chair without support.

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

- Leaders are truly inspirational. They hold meaningful professional discussions with staff, which focus intently on driving forwards the excellent standards of teaching practice across the nursery. Staff well-being is deeply prioritised. Staff are given time during the day to complete highly relevant training, to promote a successful home and work life balance. This leads to the admirable energy and enthusiasm that staff show, and benefits children's personal experiences greatly.
- Staff are highly skilled in supporting children's early language development. They continually model words and phrases for babies to hear and say, and introduce more complex language, such as 'xylophone', to build on their splendid range of vocabulary. Staff place photographs of children's experiences around the nursery, to help to spark conversations. This inspires children who speak English as an additional language to engage in conversations. They successfully identify and say the initial sounds in words. Children are fluent communicators.
- All staff have a superb understanding of every child. They take account of children's backgrounds and interests and use this knowledge, together with any additional funding, to broaden their life experiences. Children thoroughly enjoy

helping to take care of the new resident guinea pigs alongside their friends. They display their increasing confidence and communication skills when sharing their expert knowledge of the need to feed the animals, 'to help them to grow'.

- Teaching across the nursery is superb. Staff skilfully intervene during play, to challenge children to make decisions about what they will do next. This inspires children to lead their own learning. For instance, when playing outdoors, younger children initiate building a house with large construction materials. They respond quickly to the purposeful questions that staff ask and use descriptive language to talk through each room and any special features. Children are highly motivated learners. They remain engrossed in their play for prolonged periods.
- Support for children with SEND is exceptional. Staff liaise very closely with parents and other professionals to target and support children's learning and progress most successfully. Inventive ideas, such as mark making under the table, are supporting children to reach upwards in order to help to strengthen their core muscles. This is contributing towards the rapid and substantial progress that children are making across their physical development. Parents positively report that 'staff are amazing in everything that they do'. They add that they receive 'great feedback about how their children are getting on'.
- Children receive consistent messages about what is acceptable behaviour. They learn that 'teamwork makes the dream work', and willingly work together with others to achieve a common goal. Children gain an excellent awareness of the impact that their actions have on others. For instance, when baking and delivering a cake to a local elderly resident, children quickly learn that their kind and thoughtful actions help others to feel happy.
- The energetic staff actively encourage children to take part in regular exercise. They set exciting challenges for children to 'do something different each day', to build on their advancing physical skills. Children enjoy sharing pictures of family events, such as visiting the park, going for a walk and riding a bike. They actively participate in new experiences within the nursery, such as 'zumbini' classes. Children combine music with dance and gain a sense of rhythm.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure that children's health, safety and welfare are at the forefront of their minds. All staff complete a vast range of safeguarding training. They have an excellent understanding of child protection procedures. Information gathered from safeguarding briefings is carefully scrutinised and used to inform staff's excellent safeguarding practice. Staff are extremely vigilant. Emergency health care plans are carefully tailored to children's needs. Staff teach children about the safety aspects that they need to consider when using technology to conduct their own research. Children demonstrate their splendid awareness of how to keep themselves safe. For example, they know to put on a safety helmet when constructing on a large scale and when riding bicycles. Staff are recruited safely. New staff are expertly coached by an experienced mentor.

Setting details

Unique reference number	317393
Local authority	Cumbria
Inspection number	10234527
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	42
Number of children on roll	88
Name of registered person	Hooper-Brown, Anne
Registered person unique reference number	RP904475
Telephone number	01228 543 034
Date of previous inspection	14 November 2016

Information about this early years setting

Parkfield Nursery opened in 1984 and re-registered in 1993. The nursery employs 15 members of childcare staff. Of these, 14 hold relevant qualifications at levels 2, 3 and 6. The nursery operates Monday to Friday, from 8am to 5.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection that the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the manager and other leaders to discuss aspects of leadership and management.
- A sample of documents were viewed by the inspector. These included evidence of the suitability of staff, a record of staff qualifications and training and some of the policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

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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