

Inspection of Parkside Nursery School

25 Charnwood Road, Loughborough, Leicestershire LE11 2BN

Inspection date:

22 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited at this friendly nursery. They are welcomed into the nurturing environment and immediately select activities that engage them. Children practise their small-muscle skills as they thread cereal onto spaghetti, watching as it drops to the end. Children develop their mark-making skills as they dip toy dinosaurs' feet in paint and stomp them onto paper to make footprints. They use brushes to carefully paint dinosaurs, dipping brushes into the paint before carefully sweeping their paintbrush over the paper. Children wash paint off the dinosaurs' feet with sponges and bubbly water, laughing as they use their hands to splash the water.

Younger children explore their senses as they walk barefoot on crunchy cereal. They smile as they scrunch cereal in their hands, enjoying the sensory experience. Children explore different textures as they paint their hands and make marks on paper. Older children develop their literacy skills and recall as they listen intently to stories. They join in with familiar storylines, name characters from the book and anticipate what happens next. Children build muscles as they join in with a 'Dough disco'. They copy the actions to a song while manipulating their play dough. They make large movements, such as stomping, and finer movements, such as rolling and 'splatting' the dough from hand to hand, before poking it with each finger.

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

- Staff provide an ambitious programme of learning that builds on what children already know. They use the children's interests to plan their next steps in learning. Children's additional needs are quickly identified, and targeted support is provided. The nursery manager works closely with other agencies and parents to ensure that the needs of the children are met. This results in all children making good developmental progress while at the nursery.
- The manager is ambitious and devoted to improving the lives of the children at the nursery. Some staff have worked at the nursery for many years, providing consistency and stability for the families.
- Staff use playful interactions and good questioning techniques when talking to older children. These children respond well and confidently use speech as a way of communicating. However, staff do not maximise early language development. As a result, the youngest children do not receive the same support as older children to develop their early communication skills.
- Children learn about the local community and the natural world at the nursery. They enjoy exploring local parks and farms where children learn about animals. Children further develop an understanding of caring for animals as they look after rabbits and chickens in the nursery garden. Children's knowledge and curiosity of the natural world deepen further as they find a worm outside. They

exclaim, 'it's a worm!' as they examine it through a magnifying glass.

- Children benefit from exploring a large, inviting garden at the nursery. They develop their large-muscle skills as they sit on tricycles, pushing down on the pedals with their feet to propel themselves forwards. They practise their coordination as they climb on tree stumps and balance carefully. However, some staff do not engage or interact with children during their time outdoors, resulting in their learning not being maximised.
- Parents are complimentary about the nursery. They praise the staff and say they receive regular updates about what children are learning. Parents also comment on how the staff support children's home learning. For example, children can select books to share with their families at home.
- Staff ensure that children have access to healthy food. For example, children enjoy fresh fruit for snacks. Staff support parents to make healthy content choices in the children's lunch boxes. Healthy practices are further developed as children wash their hands and use hand sanitiser before handling food and after using the toilet.
- Children's emotional needs are met well. For example, staff consistently praise children for their efforts and positive behaviour. They use 'The Colour Monster' book and soft toys to help older children identify and explore their developing emotions. Children receive warm cuddles and encouragement when unsettled. Staff help to build children's self-esteem as they praise children's efforts, saying 'fantastic, well done!' during play. This helps children to feel valued and secure in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

All staff show a good understanding of the possible signs and symptoms that may indicate a child is at risk of harm or abuse, including keeping children safe from radical ideas and female genital mutilation. They know the local procedures they must follow to report child protection concerns. Staff understand reporting procedures in the event an allegation is made against a member of staff. All documents, such as records regarding the administration of medication and accidents, are well maintained. Staff ensure that risks are minimised throughout the day to keep children safe from hazards.

What does the setting need to do to improve?

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

- strengthen teaching, particularly outdoors, to maximise children's learning across all areas of the curriculum
- improve the consistency of staff interactions with younger children, to encourage the development of early language skills.

Setting details

Unique reference number	223253
Local authority	Leicestershire
Inspection number	10234379
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	35
Number of children on roll	26
Name of registered person	Mrs Elizabeth Locke & Mr Richard Moulding Partnership
Registered person unique reference number	RP522748
Telephone number	01509 213329
Date of previous inspection	19 January 2017

Information about this early years setting

Parkside Nursery School registered in 1989 and is located in Loughborough, Leicestershire. The nursery is open from 7.30am to 6pm, Monday to Friday, except for bank holidays. There are eight members of childcare staff, of which six members have a suitable childcare qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- 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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