

Inspection of Park Hall Day Nursery

110 Congleton Road South, Talke, Stoke-on-Trent ST7 1LX

Inspection date: 5 January 2023

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into the nursery by friendly staff. Babies who have only been attending for a short time settle quickly as staff are very caring and nurturing. Staff are attentive to children's personal care needs and talk to them while changing nappies. Children demonstrate that they feel safe and secure as they seek reassurance from staff. They initiate games and staff respond positively to this. Children lie on the floor giggling when they win the game of tug using a basket with staff, as they will not let go. Younger children have the opportunity to practise their large-muscle skills on an indoor climbing structure and slide. Children enjoy making marks in porridge oats while trying to copy shapes that staff have drawn for them. Overall, children behave well and are kind to their friends.

Older children are confident. They are gaining skills required for their next stage of learning. Children invite the inspector to join them in their play as they ask her to make a ladybird out of play dough. A rich vocabulary is taught. Staff and children discuss how they can connect tunnels together to make a slope for their cars to race down. However, teaching is variable across the provision. The provider is relying on students to fulfil gaps in ratios, but they do not yet have the confidence to always interact with the children and deliver the curriculum. Ratios are not always met in the morning. This impacts on the organisation and there are not many activities ready to ignite children's thirst for learning when they arrive at breakfast time.

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

- The curriculum covers all areas of learning. However, the provider has been dealing with staff changes and has struggled to fill vacant positions. Consequently, staff have moved in and out of some rooms and have not yet planned learning experiences in line with children's interests or next steps in learning.
- Staff in the younger children's room have not yet had time to get to know the children well enough. Activities do not always have a learning intention as the purpose for these is unclear. For example, crayons placed on a table do not provide any learning intention but act as an activity to keep children busy while care routines are being completed. When completing a painting activity, children do not understand what staff mean when they are asked to mix the colours. Consequently, the learning outcome of making new colours is not met as children have no prior knowledge of mixing. However, in other areas of the nursery, staff do plan more precisely to meet children's needs. Children in the pre-school room enjoy finding letters hidden in flour and glitter. They recall prior knowledge and know some of the letters and the sounds that they make.
- The deputy manager shows a secure understanding of child development. She

regularly completes room and peer observations and provides feedback. Staff feel supported and say they have access to online training to help them in their roles. However, due to staff changes, this needs to be strengthened so that less-confident staff can also deliver the curriculum and the learning intentions. This would ensure that children make the very best progress.

- Staff do not always fully promote children's health. Most of the time, children wash their hands before eating after messy activities. They also benefit from freshly prepared, healthy, and nutritious meals. However, children do not benefit from fresh air daily. This is a requirement. Despite the weather being cold and sunny, children do not go outdoors. In addition, children are not offered fresh drinking water, but diluted squash. Breakfast is eaten 'on the go', as staff do not rigorously sit children down at all mealtimes.
- Although children can freely access toys, staff and the resources on offer do not fully support children's imagination skills. Babies have little access to natural or real-life objects and materials to help develop their sensory skills. There is little scope for them to learn about the world around them and be creative with messy activities.
- Relationship with parents is good. Parents comment that they are happy with the care their children receive and that staff are extremely friendly. Despite not going into the setting, parents are kept up to date through an online application. Regular discussions are held about their child's day and the progress they are making.
- Support for children with special educational needs and/or disabilities is good. The provider and staff work well with external agencies who may also be involved with the child and their family. They help to deliver exercises and targets to help children make the best possible progress.
- A strong focus is placed on communication and language. Staff encourage children in the pre-school room to develop a love of books and reading. Children can confidently talk about the books they have read and what the blurb is for. Staff develop reading packs for children to take books home to read. They have provided with activities for parents to complete with their child, to further support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding. They know the procedures to follow if they have concerns about children in their care. The provider ensures that staff keep up to date with their paediatric first-aid training so they can respond appropriately to any accidents. The premises are secure and no unauthorised person can enter. The gate which allows access into the garden area has a keypad entry system which is not currently working. However, maintenance is scheduled for this to be fixed as a priority. The handle is out of reach of children and there is a further, smaller gate with a bolt preventing children from leaving the garden.

What does the setting need to do to improve?

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

	Due date
promote the good health of children by reviewing the provision of drinks to ensure that fresh water is freely available and establish a more rigorous routine for all times when children eat	20/01/2023
provide more opportunities for children to play outdoors on a daily basis	20/01/2023
ensure that ratios are maintained at all times throughout the day.	20/01/2023

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

- provide younger children with more natural objects and stimulating activities, including messy play, that increase their imagination and sensory skills to help promote their understanding of the world
- develop the curriculum to ensure that it is clear and that learning intentions are understood by all staff to ensure children make good progress
- support staff to fully embed the curriculum to provide richer and more meaningful learning experiences for children which are in line with their interests and next steps in learning.

Setting details

Unique reference number	2623528
Local authority	Staffordshire
Inspection number	10266885
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 10
Total number of places	52
Number of children on roll	93
Name of registered person	Johnson, Susan Alice
Registered person unique reference number	RP512851
Telephone number	01782775116
Date of previous inspection	Not applicable

Information about this early years setting

Park Hall Day Nursery re-registered in May 2021. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate qualification at level 6, one at level 5, one at level 4 and eight hold an appropriate level 3 qualification. The nursery operates from 7am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. In addition, there is a before- and after-school club for local schools. The nursery offers funded early education to two-, three- and four-year old children.

Information about this inspection

Inspector

Johanna Holt

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector carried out a joint observation of a small group activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The provider 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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