

Inspection of Parklands Private Day Nursery Lydiate

Parklands Private Day Nursery, 5 Moss Lane, Lydiate, Liverpool L31 4DB

Inspection date: 1 February 2023

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

What is it like to attend this early years setting?

The provision is good

The recently appointed manager has made significant improvements to the nursery since the last inspection. For example, the daily routine is now embedded. As such, children demonstrate that they are happy and thriving. Children have secure relationships with staff. They initiate cuddles and seek reassurance from staff when they need it. Babies beam with wide smiles as they have their nappies changed. Children are helped to become confident and positive learners. Older children swiftly help to tidy the toys away for lunchtime. Staff plan the learning environment carefully to support children's development. They provide children with a range of interesting learning activities. Children play purposefully. For example, babies enjoy splashing in water, toddlers build towers together with large bricks, and pre-school children explore painting at an easel. Staff are always on hand to be partners in children's play. This supports children's motivation to learn.

Staff have high expectations for all children. Children learn about the nursery 'promises', which help them to know how to get on well with others. Children talk about using their 'kind hands' and show the inspector how they give high fives to each other to show kindness. Occasionally, when children's behaviour is less than good, staff skilfully support children to understand why. For example, staff explain that children must not throw the stones, and they show the children how to roll them instead. Children respond positively to requests. They are learning how to cooperate, keep safe and manage their emotions.

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

- The manager has implemented a plan to bring about improvements to the curriculum. She now has a clear vision. Learning is sequenced so that children build knowledge over time. The manager has provided staff with helpful feedback, which is helping them to improve their performance. However, she does not consistently identify minor weaknesses in their teaching and learning. This means that staff training is not as precisely targeted as possible. While the quality of education has improved, staff do not always deliver activities that fully promote the intended learning outcomes. Additionally, children do not make as much progress in mathematics as they do in other areas of learning.
- Staff promote the development of speech, language and communication well. They provide a good model of spoken language. Staff interact sensitively, responding to children's efforts to communicate by encouraging back-and-forth conversation. The manager, supported by relevant professionals, has provided training for staff in supporting children's speaking. This has raised the quality of the teaching in this area. For example, staff use single words to label objects, and they repeat key words frequently. Children are securely acquiring language.
- Children show pride in learning how to do things for themselves. They are well

supported to develop the kinds of attitudes they need to become independent learners. Staff encourage children to complete age-appropriate tasks. For example, children confidently serve their own food, put on their shoes, and wipe their noses independently. Children become increasingly independent in their self-care.

- The nursery cook provides a range of nutritionally balanced meals that support children's good physical health. Children are taught about how to look after their teeth and recall times when they have visited the doctor. Children are learning how to look after their bodies.
- Support for children with special educational needs/and or disabilities (SEND) is very good. The manager and staff work in partnership with parents/and or carers and other professionals to secure additional funding and support for children. Families value the support the staff have provided for their children. Outcomes for all children are good.
- Partnerships with parents are strong. Parents speak highly of the warm, caring staff, who provide children with 'all the support they need'. Staff share observations and updates about each child with their parents electronically. This helps parents to feel involved in their child's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are confident in their knowledge and understanding to safeguard children. Staff know who the designated safeguarding leads are and what to do should they have any concerns about the welfare of children. They understand who to contact should they be concerned about the suitability of an adult working with children. Staff have a supervision system that enables them to fully understand their roles and responsibilities. They complete risk assessments of the provision to minimise the risk of accident and injury. The premises are safe, secure and hygienic.

What does the setting need to do to improve?

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

- sharpen the regular monitoring of teaching and the impact this has on learning, to precisely target staff's continued training needs
- improve the curriculum for mathematics to help children make more progress in their mathematical development.

Setting details

Unique reference number	EY333142
Local authority	Sefton
Inspection number	10232398
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	48
Number of children on roll	52
Name of registered person	Parklands Private Day Nursery Ltd
Registered person unique reference number	RP525001
Telephone number	0151 531 6776
Date of previous inspection	1 March 2022

Information about this early years setting

Parklands Private Day Nursery Lydiate registered in 2006. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. One member of staff holds qualified teacher status. 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

Lois Hulley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection 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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