

Inspection of Park Lane Nursery

2 St. Johns Drive, MELTON MOWBRAY, Leicestershire LE13 1JX

Inspection date: 23 March 2023

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 make good progress. Staff work closely with children to find out their interests and plan appropriate activities to extend their learning. For example, children choose to make a card to take home. Staff support them to write their names and the names of family members.

Children are encouraged to talk about their emotions and how they are feeling. They say, 'I feel tired', recognising their own needs. Others talk about how excited they are because 'nanny is picking them up from nursery today'. Younger children use prompts such as different faces to express how they feel. Children learn that it is okay to feel a range of emotions and staff talk about how they support children with this.

Children's needs are met by sensitive and responsive staff. When babies become upset and tired, staff comfort them and lay them down to rest. They sing gently to calm them until they fall asleep. Older children are encouraged to be independent and demonstrate their self-care skills by getting themselves dressed, washing their hands and serving their meals. This helps to prepare them for their next stage of learning.

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

- The manager has developed a strong curriculum around communication, language development and reading. She also focuses learning on personal and social skills sequenced through the different ages in the nursery. For example, the youngest children develop their confidence and make strong attachments to their key person. Older children focus on school readiness, such as getting dressed, making friendships and communicating with confidence. This gives children the foundations for their future learning.
- Children develop awe and wonder for the natural world around them. For example, when going on a bug hunt, they find a slug under a log and carefully watch as it slowly moves across to the other side. Children use magnifying glasses to get a closer look and find out more about it. They ask questions and comment 'wow, look, it's moving'. Their peers join the group to find out what is happening and share experiences.
- Staff encourage children's language and communication development through songs, rhymes and stories. Children listen and join in with singing and actions, developing their language skills and learning new words. At times, staff do not use open-ended questions, which means that some children miss opportunities to extend their vocabulary and communication skills.
- In the outside area, children explore a range of activities to develop their large-muscle movements. For example, toddlers balance and ride on the tricycles and

use the chunky chinks to make large drawings. Staff also provide a range of activities to promote fine motor skills such as play dough. Children use a range of tools, such as exploring ice with hammers. Developing these skills provides children with muscle strength needed for early writing.

- Staff give children time to talk about things that are important to them. During activities, children link their learning to past experiences and share this with peers, such as shopping and family events. Children are confident to talk about their home life and enjoy sharing this with others. However, staff do not always encourage children to listen to the views and ideas of their peers, to help them to develop a high level of respect for each other.
- There is a strong key-person system in place and staff know children and families exceptionally well. Children's progress is shared with parents on a regular basis. This means that parents know what their children are learning. Staff provide ideas of how parents can support children's learning at home. This gives children consistency in their learning both at home and at the setting. As well as specific learning ideas, the setting also provides families with a lending library of books and story boxes to share at home, encouraging children's love of reading.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding training and are confident to identify signs of abuse and neglect. They can discuss the signs of radicalisation as well as other wider safeguarding issues. Staff discuss the robust safeguarding procedures they have in place at the setting. The manager ensures that all staff are confident to report any concerns they may have about a child, and contact details are displayed clearly. All staff are aware of the whistle-blowing procedures. They are confident to discuss their concerns with the designated safeguarding lead or local authorities designated officer.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff's practice to identify inconsistencies when asking children questions, to help to extend their vocabulary and communication skills
- support children to listen to other children's views and ideas and to develop respect for each other.

Setting details

Unique reference number	EY467482
Local authority	Leicestershire
Inspection number	10276431
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	67
Name of registered person	Park Lane Kids Ltd
Registered person unique reference number	RP907703
Telephone number	01664567929
Date of previous inspection	14 July 2017

Information about this early years setting

Park Lane Nursery registered in 2013. The nursery employs 10 members of childcare staff, seven of whom hold appropriate qualifications at level 3 or above, including the manager who holds a qualification at level 6. The nursery is open from 7.30am until 6pm, Monday to Friday, all year around. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- This was the first routine inspection the nursery has 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 their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.

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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