

Inspection of The Park Nursery

185 Queensgate, Bridlington YO16 7JE

Inspection date: 7 July 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 thrive in this welcoming and safe nursery. They develop close relationships with staff and arrive happy to see them. Staff provide lots of cuddles and reassurance to babies, and toddlers are keen to tell staff about what they have done with their family. Children make independent choices about their learning. For example, pre-school children choose a ball game, which inspires a large group of children to join in. They sing, name friends and roll the ball successfully to each other. This inspires their language, social and physical development.

Staff help children to develop a positive attitude to their learning. Children are eager to engage in the exciting activities staff provide. Babies demonstrate a strong exploratory impulse as they engage in sensory play. Toddlers learn to use scissors successfully and proudly demonstrate they can open pea pods. They enjoy tasting and counting peas from the pods and are supported effectively by staff. Pre-school children are proud to show their emerging writing skills as they scribe their initials on their work. This promotes children's creative and physical skills.

Staff provide clear expectations for behaviour. Children learn why some behaviours are not acceptable through the patient, calm and kind guidance of staff. For example, staff explain how throwing toys can hurt others. Staff remind children of the nursery rules, such as walking around low fences to access an area of their choosing outside.

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

- Staff know the children and their families extremely well. They gather information from parents when their children first start to attend the nursery, to find out what they already know and can do. Staff use children's interests and next stage in their learning and development to plan activities. This helps children to make good progress.
- Children develop a love of books. Babies turn pages of a book while feeling the different textures. Toddlers spend time looking through books and talk about the pictures they see with staff. Pre-school children listen carefully as staff read stories with enthusiasm. Staff ask children questions so that they remain focused. Children engage and develop their language skills effectively.
- Children are curious and inquisitive learners. Babies explore sensory activities. They show delight as they fill and empty containers and taste the cereal. However, sometimes, the organisation and grouping of children mean that staff's learning aims to benefit all the children are not fully met.
- Pre-school children develop their independence as they confidently pour their own drinks and cut their own fruits at snack time. Toddlers select and talk about the fruits they like. Staff discuss how fruits grow as children find seeds. Children

know to wash their hands before they eat. Children talk about their toothbrushes, and staff discuss toothbrushing routines. This supports children's health and hygiene awareness.

- Staff support children's early mathematical skills as part of everyday activities. For example, staff sing counting rhymes to babies. Toddlers count staff's fingers, and pre-school children count the fruit they eat. Staff use mathematical language, such as 'one more' and 'half', to extend children's understanding further.
- Staff know the children well. They understand their interests and know how to support them in their learning. However, occasionally, children are not given opportunities to learn new skills as staff intervene too quickly and take over. For example, staff open packets and bananas for children at lunchtime, without first asking to see if the children can do this for themselves.
- Children are beginning to learn the rules and routines of the nursery. Staff explain the consequences of their actions and help them to understand how their behaviour can affect others. Staff consistently promote good manners.
- The provider follows a robust induction process and ensures that all new staff undergo relevant checks to confirm that they are suitable to work with young children. Staff are provided with ongoing support, supervision and training opportunities to enhance their skills further. They reflect on their practice well.
- Parents speak very highly about the nursery and staff. Staff share what children have learned and what they need to learn next. This contributes to continuity of children's learning between home and the nursery.
- All children make good progress at the nursery, including children with special educational needs and/or disabilities. Staff are skilled at quickly identifying children's needs and swiftly put support plans in place to aid children. Staff liaise with relevant professionals and parents to support children even further.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to identify signs that may indicate a child is at risk of harm or abuse. They know the procedures to follow if they have concerns about a child and/or another member of staff at the nursery. The nursery is safe, secure and well maintained. The provider follows safer recruitment procedures to make sure that staff are suitable to work with children. Children are supervised well at all times. Staff carry out daily checks of the nursery to ensure children's safety. Staff support children to learn how to keep themselves safe. For example, they encourage children not to run outside during a game so that they do not bump into others.

What does the setting need to do to improve?

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

- review the organisation of activities to take into consideration the age ranges and abilities of all children present
- consider how all staff give children sufficient time to try to do things for themselves when learning new skills.

Setting details

Unique reference number	EY263954
Local authority	East Riding of Yorkshire
Inspection number	10285573
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	62
Number of children on roll	89
Name of registered person	Nichol, Claire Joanne
Registered person unique reference number	RP514129
Telephone number	01262 671 987
Date of previous inspection	11 October 2017

Information about this early years setting

The Park Nursery registered in 2003 and is located in Bridlington. The nursery employs 17 members of staff. Of these, four hold appropriate childcare qualifications at level 2, three hold qualifications at level 3 and six hold qualifications at level 4. Three members of staff have early years degrees, and one member of staff is unqualified. The nursery is open from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Caroline Stott

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector engaged in discussions with staff and children at appropriate times throughout the inspection. She held meetings with the provider, the manager and the special educational needs coordinator.
- The inspector viewed all areas of the nursery used by children. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The provider, the manager and the inspector had a learning walk together to review children's learning experiences. The inspector carried out a joint observation of an activity with the manager.
- The inspector discussed relevant documentation, including public liability insurance, policies and procedures and evidence of staff's qualifications and suitability.
- The inspector spoke to several parents during the inspection and read feedback from parents and carers.

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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