

Inspection of Park Hall Day Nursery

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

Inspection date: 28 May 2024

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 are thriving at the setting. Settling-in procedures are tailored to each child's individual needs. Staff are very nurturing in their approach. They shower children with lots of love and cuddles. This helps all children, even those who have recently started the setting, to feel safe and secure. Staff use what they know about the children to help plan a range of activities that stimulate children's curiosity and interest. Babies smile, laugh, move their bodies and shake musical instruments as staff sing a range of rhymes to them. Older children thoroughly enjoy sensory experiences, such as sand and water play. They explain they are making 'sandcastles'. Staff talk to the children about the size, shape and texture of the different materials.

Children are confident learners. Staff often praise children for what they do well. They quickly and softly remind children of the rules. This helps to support children to learn what is expected of them. Children behave well. Babies have lots of space indoors to practise their physical skills such as crawling, pulling themselves up and walking. Older children build on the muscles and strength in their fingers and hands as they make a range of marks using different medias or as they manipulate play dough into different shapes.

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

- Leaders have secure knowledge of their legal responsibilities. In light of previous staffing issues, leaders have placed a focus on the recruitment and retention of qualified staff. This action has helped to ensure that they are able to meet the correct ratio and staffing qualification requirements.
- The curriculum is sequenced well to build on what children know and can do in stages. Staff use what they know about the children to help identify next steps for them to achieve. Children show high levels of resilience as they free play. However, the use of circle time or whole-group activities requires strengthening. This is because staff do not notice and respond quickly enough when some children have stopped engaging or have lost interest.
- Staff find out children's starting points from parents. They also complete their own observations and assessments. Staff use this to help identify where a child may require additional support. Where this is the case, leaders work well alongside parents and professionals to help develop plans for the children. This ensures that children with special educational needs and/or disabilities (SEND) receive the early help they require.
- Leaders place a strong focus on supporting children's communication and language development. They use a range of screening tools to quickly identify concerns with a child's speech. Staff surround children with language as they play. They share a range of stories with children, and older children have the

option to take home books to read with their parents.

- There are inconsistencies with hygiene practice. For example, some staff do not ensure that children wash or clean their hands before meals. This does not fully support children to learn how they can keep themselves clean. Despite this, children are offered a range of balanced meals throughout the day.
- Staff talk to older children about how they can keep themselves safe while they play in the sun. They ensure that all children have access to water. However, staff who work with younger babies do not ensure that they have enough opportunities to play outside with an aim to further support their physical development.
- Staff are consistent with the way they manage children's behaviour. They talk positively to the children about their actions and how they affect others. This helps to support children to learn right from wrong.
- Staff speak highly about how leaders support their well-being. They add that they feel confident to ask leaders for help where this is required. Leaders talk to staff about their performance and any concerns they may have.
- Parents state that they can see the progress their child has made in their development. They describe staff as kind and explain their children love to attend. Staff share and gather key information with parents about their child. They keep parents informed of their child's day, progress and ways they can support their child at home. Leaders have improved their knowledge of what they must keep parents informed about, particularly in relation to Ofsted's role.
- Staff carry out effective risk assessments in order to identify and remove risks within the environment, both inside and outside. Leaders take action where concerns are raised to ensure that the setting remains safe, suitable and secure for all children. Staff deploy themselves well. This helps to ensure that children are supervised well while they eat, sleep and play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- embed consistent hygiene practice across the setting, with an aim to support children to understand how they can keep themselves clean
- provide more opportunities for younger children to play outside in order to help promote their physical development even further
- support staff to improve the quality of circle time or large-group activities, with an aim to support children to sustain higher levels of engagement.

Setting details

Unique reference number	2623528
Local authority	Staffordshire
Inspection number	10348852
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 8
Total number of places	55
Number of children on roll	74
Name of registered person	Johnson, Susan Alice
Registered person unique reference number	RP512851
Telephone number	01782775116
Date of previous inspection	15 September 2023

Information about this early years setting

Park Hall Day Nursery re-registered in May 2021. The setting employs 17 members of childcare staff. Of these, one holds qualified teacher status, one holds a level 4 qualification, and nine hold an appropriate level 3 qualification. The setting operates from 7am until 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. In addition, older children attend the before- and after-school provision. The setting offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the setting and discussed with staff and leaders how they ensure its safety and suitability.
- The deputy 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 spoke to children, staff and parents and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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