

Inspection of Parklands Day Nursery

First Dig Lane, Stapeley, Nantwich, Cheshire CW5 7JT

Inspection date: 12 July 2024

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

Staff have created an environment that oozes calm and tranquillity. Children cannot contain their excitement to enter this vibrant setting each day. They wave their parents off at the door and embrace staff with cuddles. Staff provide children with a curriculum that captures their interests and keeps them motivated to learn. For example, older children relish taking part in yoga sessions. Babies giggle with delight while blowing bubbles. Toddlers' laughter fills the air as they play ring games. Staff know children incredibly well. They give high priority to children's emotional well-being. Staff spend time getting to know children and their families during the settling-in period. Children develop secure bonds with staff and they feel safe at this nurturing setting.

Staff are excellent role models. They provide children with clear expectations for their behaviour. Children show positive attitudes towards their learning and are caring towards others. They talk about their feelings. For example, while looking at books with their friends, they talk about what makes them feel happy. Children have a strong sense of belonging. They are resilient and confident individuals. Staff encourage children to develop a 'can-do' attitude. Children demonstrate this when faced with new experiences. For instance, they are determined to learn how to use new play apparatus outdoors. Children do not give up until they have achieved what they have set out to do. These positive attitudes put children in good stead for their future learning.

Staff support children to become independent from a young age. For example, babies help to tidy toys away. Older children take care of their belongings and put their own coats on. They attempt to write their names. Children develop the necessary skills in readiness for their eventual move on to school.

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

- The setting has worked hard to bring about change since the last inspection. It has welcomed support from the local authority. Improvement plans are precise. The setting's capacity to continually improve is good. For example, through reflection, the setting has redeveloped play areas for babies to help to improve their upper body strength. Babies show good levels of physical dexterity.
- The setting provides children with an ambitious curriculum that builds on what children already know and can do. It has thought carefully about the small steps of knowledge children should learn and when this should be taught. Assessment arrangements are accurate and gaps in learning are targeted with support. This means that children make good progress relative to their starting points.
- Overall, staff receive the relevant coaching and guidance during appraisal meetings. Staff reported that they feel valued and respected in their roles. Their

workload is manageable. However, the arrangements for staff's supervision are not as effective as they could be. This means that some staff do not receive incisive feedback about their interactions with children. Consequently, some activities do not keep children engaged in their learning.

- The support in place for children with special educational needs and/or disabilities (SEND) is excellent. Early help is sourced and intervention plans are highly successful. Children with SEND make good progress.
- In the main, the setting prepares children well for routines, such as group-time learning. However, it does not give the same careful consideration for when busier routines happen, such as lunch time and sleep time. This means that some children wait too long after they have had lunch to move on to the next thing. Consequently, some children become unsettled and lose interest in their learning.
- The setting supports children's understanding of the world very well. Children enjoy learning about festivals and celebrations. They try different foods and learn about cultural traditions. Children know that it is okay to be different. They talk about what makes them and their friends unique. Children develop a good awareness of what life is like in modern Britain.
- The setting supports children's physical development very well. It provides children with an array of activities. For instance, children relish taking part in football and sports day activities. They are keen to learn new skills, such as running outdoors. Children display exceptional levels of physical endurance.
- The setting promotes children's love of reading exceptionally well. It provides children with carefully chosen books, songs and rhymes. Children snuggle up with staff and talk about their favourite stories. They take books home to share with their families. Children read regularly and enjoy a wide selection of different books. This helps them to develop good habits for early reading.

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:

- refine the organisation of routines, to help to keep children fully engaged in their learning
- provide staff with more incisive feedback during supervision sessions to help to improve their interactions with children.

Setting details

Unique reference number	EY542928
Local authority	Cheshire East
Inspection number	10307103
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	93
Number of children on roll	77
Name of registered person	Vernon Cooper Properties Limited
Registered person unique reference number	RP542927
Telephone number	01270 623023
Date of previous inspection	20 July 2023

Information about this early years setting

Parklands Day Nursery registered in 2017 and is based in Cheshire. The setting employs 17 members of childcare staff. Of these, 12 hold an early years qualification at level 2 or above. The setting is open from 7.30am to 6pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in his evaluation of the setting.
- The manager and the inspector completed a learning walk.
- The inspector conducted a joint observation of an activity with the manager.
- Discussions were held with the leadership and management team.
- The inspector observed adult-led activities and children during their play.
- The inspector viewed a sample of documentation, including staff's suitability checks.
- The inspector spoke with parents and carers during the inspection.
- The inspector spoke with staff and children at appropriate times during the inspection.

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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