

Inspection of Park School Day Nursery Ltd

School Lane, Lincoln LN6 9QS

Inspection date: 18 July 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 arrive happy and settle quickly into their play. When babies are new to the setting, staff offer lots of cuddles and reassurance to help them feel safe and secure. Children embrace the opportunities for learning that staff provide indoors and outdoors. The atmosphere buzzes with children's excitement and eagerness to explore. For example, children work together to build a tower with bricks in the garden. They take turns adding a brick onto the tower as staff help them count each brick. When the tower falls, children cheer and quickly start to rebuild. Staff encourage them to beat the number of bricks last counted before the tower fell. They offer lots of encouragement as they say, 'Let's go again.'

The enthusiastic and dedicated management team has a clear ambition for all children to succeed. Staff provide children with challenging and motivating activities and experiences. For example, children take part in a painting activity. Staff purposefully plan for children to mix the paints to create the colours of the flowers on the table. Children talk about how they can mix red and yellow to make orange. Children jump up in delight as they create the same colour as the hot marigold flower. Staff encourage them to show their friends and explain how they did it.

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

- The management team is reflective and evaluates the ongoing performance of the nursery. Staff attend regular supervision sessions to discuss and share key information. The manager ensures that staff access ongoing, meaningful training to keep their skills and knowledge up to date. Self-evaluation is accurate and has a positive impact on outcomes for children. For example, leaders improved the outdoor space to add a den set out with storybooks to enable children to access books. Staff report they feel well supported and valued and enjoy working at the nursery.
- Staff strive to support children to be independent from an early age. Children learn to go to the toilet and manage their care needs. Older children serve themselves meals. Staff support children to make choices during their play and persevere when completing tasks. The independent skills children develop ensure they are ready for their move to school.
- Overall, the curriculum for children's communication and language development is good. Staff use singing, action rhymes and stories as part of everyday practice to support children's language development. Older children develop a wide range of vocabulary as staff encourage them to describe objects and introduce new words, such as 'delicate'. However, babies and younger children are not always consistently supported to build on the range of words they know or to practise using their existing language skills.
- Children with special educational needs and/or disabilities (SEND) are well

supported at the nursery. The special educational needs coordinator is passionate about making a difference in children's lives. She works closely with parents, staff and other professionals to support children to make good progress alongside their peers.

- Overall, staff know children well and support their ongoing development by providing a stimulating environment covering all areas of learning. This helps children to make good overall progress. However, staff do not consistently plan activities and the support they provide around children's individual next steps in learning to extend their individual development further.
- Mathematics is firmly embedded and carefully woven into all activities. Staff complete 'maths champion' training and successfully pass the knowledge they acquire on to colleagues. This helps staff to develop their understanding of how they can enhance children's mathematical development. As a result, children learn to count confidently, compare sizes and know when their bottles are full or empty.
- Partnerships with parents are effective. Parents and grandparents explain the nursery is welcoming and very family orientated. All staff gather and share information with parents. Staff keep parents well informed about their children's progress and development. Parents say staff offer a robust settling-in process. The parents of children with SEND feel the nursery has played an integral role in getting their children the support they need to progress in skills and education.

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:

- strengthen support for younger children to build on the range of words they know and to practise their language skills
- focus more precisely on the knowledge and skills individual children need to learn next to help them make the best possible progress.

Setting details

Unique reference number	EY537524
Local authority	Lincolnshire
Inspection number	10337228
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	60
Name of registered person	Park School Day Nursery Ltd
Registered person unique reference number	RP537523
Telephone number	01522 681019
Date of previous inspection	22 August 2018

Information about this early years setting

Park School Day Nursery Ltd registered in 2016 and is located in Lincoln. The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, 11 at level 3 and one at level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Francis

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises. The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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