

Inspection of Parkside Childcare

Parkside Childcare, The Coleridge Centre, Ribble Drive, Darlington, County Durham
DL1 5TY

Inspection date: 5 September 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

This small and exceptional nursery team demonstrates a passionate commitment to maintaining their high-quality service for the benefit of local families in the community. It reflects on all aspects of the nursery and actively seeks and acts on the views of staff, parents and children. The nursery continues to evolve and make outstanding improvements to enhance outcomes for children, especially for children who are disadvantaged. Children form very close attachments to staff and behave impeccably well. Staff show high levels of respect for children and are excellent role models. This helps children to learn how to show consideration for others. Staff give children who are still learning to self-regulate superb support to help them to calm and learn how their behaviours can affect others. Key persons show children endless kindness, patience and praise and provide a very high level of care.

Staff have an excellent focus on helping all children to develop outstanding communication skills from the day they start. Staff skilfully encourage toddlers to join in spontaneous songs with actions and read a wealth of stories to help them to develop new words. Older children confidently attempt to talk to friends in depth about their activities and ideas for games. Children's use of pictures and hand signs help them to readily show the attentive staff what they have achieved as they play. Other children approach the inspector and tell them about superheroes and their families in drawings, using familiar words that staff introduce. Children develop a vast array of skills which prepare them extremely well for the next stage of their learning, such as starting school.

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

- The curriculum is ambitious for all children and covers all areas of learning. Staff plan superbly for the individual next steps in every child's learning, based on accurate assessments and sharply focused observations. Staff deploy themselves exceptionally well across the nursery. They seamlessly support each child, expertly guiding their learning to build on what they already know using skilful interactions. This helps children to foster their curiosity, independence and problem-solving skills.
- Children receive an immense amount of praise and encouragement. This is extremely effective in supporting children's high self-esteem and confidence, especially those children with special educational needs and/or disabilities (SEND). Staff work very effectively with parents and other professionals, such as occupational therapists, educational psychologists, paediatricians, speech and language therapists and social workers. This helps to ensure that staff quickly identify and meet children's needs to a very high degree. The manager and special educational needs coordinator target additional funding very effectively to directly maximise the benefit for children.

- The environment is very well thought out and includes a quiet room, sensory room and exciting outdoor learning area. Children's natural curiosity and exploratory instincts are very well nurtured as staff supply endless and exciting challenges. Staff use their considerable expertise to teach children about risks and safe behaviours. This empowers children to explore independently and extend their own capabilities within safe and supervised surroundings. Staff organise experiences out in the local community to museums and farms, and invite visiting teachers in, such as for a yoga class. Staff use these experiences to give children an understanding of people, families and communities beyond their own.
- Teaching throughout the nursery is exemplary. Staff have a highly impressive depth of knowledge about each individual child. For instance, they consistently and skilfully use reflective questions and encourage children to think and recall their previous experiences. These wonderful interactions and children's complete involvement clearly show how much children are learning.
- Staff work very closely with parents and carers as their children start at the nursery. They adapt the settling-in periods to meet the needs of each individual child. Equally, staff work sensitively with children to ensure that they have individualised transfers in to the room for older children, and parents are fully involved in this process.
- Staff have built excellent links with local schools and strive to ensure that children have a positive experience as they move on to school. For example, they arrange visits from teachers and any professionals involved with the child.
- Partnerships with parents and carers are outstanding. This makes an excellent contribution to the consistency of care and support for children's learning. All parents comment on the rapid growth of their child's speech and social skills after joining the nursery and say that staff 'go above and beyond' for them and their children. Parents comment, 'the manager and staff are amazing' and 'they treat us with the most love and care as parents'.
- The management team is inspirational. It continually evaluates and develops staff's practice to improve outcomes for each individual child. For example, staff continue to take training opportunities to develop their expertise. This includes advanced speech and language therapy, physiotherapy and manual handling skills. The manager has recently completed a level 2 counselling course to help to support families in need. Her deputy has completed a level 5 management qualification to ensure the incredibly well-organised provision continues. The staff team is highly valued and their health and well-being is a priority for the dedicated manager. Staff say they are incredibly happy in their roles and find their work very rewarding.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY330167
Local authority	Darlington
Inspection number	10357595
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	2 to 4
Total number of places	34
Number of children on roll	49
Name of registered person	Skerne Park Community Enterprise Association Limited
Registered person unique reference number	RP518885
Telephone number	01325 353416
Date of previous inspection	11 December 2018

Information about this early years setting

Parkside Childcare registered in 2006. It is situated in The Coleridge Centre, Darlington. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The manager holds a relevant early years degree at level 5. The nursery opens from Monday to Friday, all year round, except for a week at Christmas. It operates from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- This was the first routine inspection the provider 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents and carers during the inspection. Additionally, she looked at letters from parents and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector spoke to children to find out about their time at 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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