

Park Lane Nursery

2 St Johns Drive, MELTON MOWBRAY, LE13 1JX

Inspection date

Previous inspection date

08/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Safeguarding procedures are robust. Recruitment and vetting is rigorous and staff conduct is closely monitored. Risk assessments are thorough and promptly adapted to ensure the safe supervision of children at all times.
- Staff provide a broad range of stimulating, fun and interesting activities that enhance children's learning and development. As a result, children develop their formative skills and competencies, which prepares them well for their next stage of learning and school.
- Children who speak English as an additional language receive high levels of support. This helps them to reach their next stage of development and to communicate with others.
- Key persons offer sensitive and supportive care to help children separate happily from their parents. Consequently, children develop positive relationships with adults and each other.

It is not yet outstanding because

- Staff do not always provide extended levels of challenge during everyday routines and activities to enhance children's mathematical capabilities.
- Staff do not always encourage pre-school children to routinely help with the preparation of their own drinks and snacks. This minimises opportunities for them to practise and develop their self-help skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the nursery and outside learning environment and conducted joint observations of children's play and learning experiences with the manager.
- The inspector held meetings and discussions with the manager and deputy manager of the provision and spoke to the majority of staff, including key persons.
- The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and two year progress checks.
- The inspector checked evidence of suitability and qualifications of all staff working with children, the provider's self-evaluation form, quality assurance records, risk assessments and improvement plan.
- The inspector took account of the views of parents spoken to on the day of inspection and from written information included in the provider's own parent survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Park Lane Nursery was re-registered in 2013 and is on the Early Years Register. It is situated in a converted house in Melton Mowbray, Leicestershire. The nursery is one of two settings owned by Park Lane Kids Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including two staff who hold Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 73 children attending in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for pre-school children to identify and explore mathematical problems based on their individual interests, fascinations and capabilities. For example, by using quantities and objects that encourage them to add and subtract, count on or back to find the answer and to solve problems, including doubling, halving and sharing
- extend opportunities for children to practise and develop their self-help skills by routinely involving them in the preparation of their own drinks and snacks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a broad range of stimulating, fun and interesting activities that help all children to develop the characteristics of effective learning. As a result, children are keen and enthusiastic. They approach their next stage of learning with confidence and are well-prepared for school. Staff use effective teaching methods to engage children in active and thought provoking games and discussions across the seven areas of learning. They pay particular attention to the needs of children who speak English as an additional language by using familiar words that they know and understand, so that these children can communicate easily. Consequently, children are happy to join in and talk enthusiastically about what they see, hear and do. For example, babies respond with curiosity, excitement

and fascination as they explore different sounds, lights and textures in the sensory cabin outdoors. They move around the baby room with increasing levels of confidence as they gain more control over their large and finer movements. Toddlers show high levels of excitement and enjoyment as they choose and sing their favourite rhymes and songs. Pre-school children confidently engage in conversations with staff and each other, sharing their thoughts, ideas and feelings about the care of animals at the vet's surgery, the nursery rabbit and their pets at home. This aspect of learning is skilfully enhanced during well-planned active physical games, where children enthusiastically demonstrate the sounds and movements of different animals and wildlife. Staff provide a wide range of resources to build on children's individual interests, such as, a variety of story and information books, small world play animals, farm buildings and natural materials. The outdoor learning environment provides exceptional opportunities for all children to be active, using small and large play equipment. They develop their imaginative ideas through exciting role play games and explore the natural world using investigative tools and materials. Children are actively encouraged to write, draw, and make marks, patterns and pictures at every opportunity, both indoors and outside. Staff engage children in number games and rhymes, that help children to count, sort and estimate by quantity, size and shape. Although, they do not always provide extended levels of challenge in response to children's advanced mathematical capabilities.

Staff observe and assess children effectively, based on what children like and can do. They use this information very well to plan for each child's next steps in learning. For example, babies learn how to make things work as they press down buttons and push down flaps on a favourite activity toy. Younger children learn how to use picture prompts to make choices and decisions about their own play and learning. Pre-school children become skilled at using technology equipment as they learn how to operate simple and more complex computer programmes.

Key persons share detailed and timely information with parents about all aspects of their child's development and progress. This helps parents to support and enhance their child's learning at home. Partnerships with other childcare professionals and schools are strong and supportive. This promotes greater continuity in children's learning and progress when they transfer to their next stage of learning.

The contribution of the early years provision to the well-being of children

Key persons build strong and trusting relationships with children and parents because they take time to get to know them through gradual introductory visits. They sit together with parents to talk about their child's preferences and individual needs. This ensures that children separate happily from their parents and receive comforting care and reassurance to soothe them when they are upset. Consequently, children develop positive relationships with adults and each other. For example, babies smile and babble happily as they go about their daily play and explorations. Staff attend to each child's routine care needs promptly to ensure they are clean, comfortable and well rested. Young children enjoy close and supportive care, which helps them to develop their confidence and social interactions. Staff are quick to praise children for being very clever and show high levels of

sensitivity towards children as they help them to manage their feelings and behaviour.

Staff provide a safe, warm and welcoming environment so that children can access toys and equipment easily and move around safely. For example, babies access cosy and comfortable soft play areas so that they can freely explore and investigate their surroundings. Toddlers become increasingly independent as they move between the indoor and outdoor environment. Pre-school children learn how to carefully negotiate the stairway leading directly to the garden. This ensures that children learn to keep themselves safe and how to play safely around others.

Children learn how to manage their personal needs with increasing levels of understanding and care. Older babies are safely supported at the dinner table so that they can socialise with others. Toddlers learn how to handle their cutlery so that they can feed themselves. Pre-school children are beginning to gain more independence as they help with simple tasks, such as, spreading butter onto their cheese crackers. However, they do not routinely help with the preparation of their own drinks and snacks. This minimises opportunities for them to practise and develop their self-help skills. Staff pay close attention to children's good health and hygiene needs. As a result, children enjoy nutritious food at mealtimes and learn about the importance of keeping themselves clean. All children enjoy regular fresh air and exercise outdoors and rest and sleep according to their individual needs. This successfully promotes their healthy growth and development. Key persons exchange regular information with parents and each other through daily conversation and written development records. This includes a detailed summary of children's progress at regular intervals throughout the year. This ensures that timely interventions are gained to support children with identified needs. In addition, it builds strong foundations to promote children's next stage of development.

The effectiveness of the leadership and management of the early years provision

Safeguarding procedures are robust and effective in practice. For example, the provider and manager implement prompt recognition and response actions to avert incidents of abuse and harm to children. Staff and students confidently describe what they need to do if they see or hear anything of concern, regarding a child's safety and well-being. Staff conduct is appropriately managed through an effective disciplinary and appraisal process. A safeguarding audit tool is used to ensure that all policies and procedures are consistent with required regulations. Fire safety procedures are rigorously implemented so that staff can quickly evacuate children in the event of an emergency. Appropriate records are kept to check the efficiency of the procedure and children's attendance records are checked prior to and after the fire safety practice. This ensures that all children are safely protected. This inspection was brought forward following a concern received by Ofsted because a child was left unsupervised in the outdoor toilet in the garden. The provider conducted a thorough investigation into the incident and found that staff had not counted the correct number of children as they returned indoors. Since this incident, the provider conducted a prompt review of the risk assessment procedure, regarding the supervision of children outdoors. As a result, a member of staff now remains at the toilet door when a

child is using the outdoor toilet. Staff are now more vigilant about counting and recording the number of children as they go into and out of the garden. A member of staff is designated to conduct a thorough visual check of all areas of the garden, after the children have returned indoors. This ensures that children are properly supervised and accounted for at all times. Observations at the inspection show that the outdoor area is secure and enclosed and there is no risk of unauthorised exit or entry. Recruitment and vetting procedures are rigorously implemented to ensure that all staff hold appropriate qualifications, skills and knowledge and are safe to work with children.

Staff demonstrate a secure understanding of how children learn and develop. They plan an interesting programme of activities that capture children's imagination and enhance their enjoyment. The manager conducts a regular review of observation, assessment and planning to ensure that it is consistent with current early years practice. Consequently, children's development is closely monitored and they make good progress towards the early learning goals.

The provider, manager and staff conduct a regular review of practice through effective self-evaluation, staff meetings and training events. This helps them to identify what they do well and prioritise areas for improvement. For example, they have developed strong partnerships with local community childcare services, delivering stay and play sessions and baby play groups. This strengthens partnerships with parents and families of young children. Staff seek the views of children to find out what they enjoy doing and what toys and equipment they would like to have. This ensures that children's voices are heard and respected. Parents views are welcomed and satisfaction surveys show the majority are very happy with all aspects of the service provided. Concerns or worries are dealt with openly and positive steps are taken to address these. For example, some parents commented in their feedback form that they were unsure about children's learning journey information and about who students are. Since then, the manager and staff have held individual discussions with parents to share up-to-date information with them. In addition, details and photographs of staff and students are displayed in the nursery. Staff attend regular training events to enhance their professional skills and qualifications. For example, staff have shared early years training information with each other to improve the environment so that they can support all children's communication and language development. This has helped children to develop their personal, social and emotional relationships with adults and each other. Further training is sought to enhance inclusion within the nursery by using more open-ended resources outside as well as indoors. This creates a more accessible environment for all children. Furthermore, outside agencies are employed to deliver specialist training, such as, baby play, behaviour management and the impact of 'schemas' on children's learning and development. This enhances the learning and care environment. The manager and staff secure strong partnerships with specialist early years and health advisors to ensure that all children's progress is good.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY467482
Local authority	Leicestershire
Inspection number	948615
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	73
Name of provider	Park Lane Kids Limited
Date of previous inspection	not applicable
Telephone number	01664567929

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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