

# Parklands Private Day Nursery Lydiate Limited

Inspection report for early years provision

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| <b>Unique reference number</b> | EY333142  |
| <b>Inspection date</b>         | 09/12/2009  |
| <b>Inspector</b>               | Denise Sixsmith   |
| <b>Setting address</b>         | Parklands Private Day Nursery, 5 Moss Lane, Lydiate, Liverpool, L31 4DB |
| <b>Telephone number</b>        | 0151 531 6776   |
| <b>Email</b>                   | parklands.01@btconnect.com  |
| <b>Type of setting</b>         | Childcare on non-domestic premises                                      |

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Parklands Private Day Nursery has been registered since 2006 and is one of two settings operated by the organisation. The nursery operates from a detached premises, that has four playrooms and is situated in the Lydiate area of Merseyside. All the children have access to a fully enclosed garden. The nursery operates each weekday from 8am to 6pm, 51 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time of which not more than 18 may be under two years of age. There are currently 48 children in the early years age group on roll. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 14 staff, of whom all hold appropriate early years qualifications to at least National Vocational Qualification level 2 (NVQ). The nursery receives support from the Local Authority and is a member of the National Day Nurseries Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff team are consistent, experienced and work closely together, sharing responsibilities and knowledge. They are very enthusiastic and committed to their work, using their own ideas and consulting with parents and others to facilitate self-evaluation and continuous improvement. Children are happy and settled in the caring environment and are making good progress in their learning and development. They are all included and valued as individuals, as staff are attentive and use effective methods to ensure the interests and learning styles of all children are respected. Children are kept safe and develop good relationships within the nursery.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop systems to further enhance the coherence of learning and development across different settings providing the Early Years Foundation Stage framework to children attending the nursery
- review practice to ensure that confidentiality is maintained at all times.

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

The management and staff teams place a strong emphasis on safeguarding and make sure children are protected whilst in their care. Children are safeguarded

very well as all staff are rigorously vetted. Child protection is covered at induction training and recent training has been conducted to update staff's knowledge in this area. Clear policies and procedures outline action to be taken by staff if they have any concerns about the children's welfare. Comprehensive risk assessments are in place with daily assessments carried out using check lists, to ensure the safety of the children. All visitors are required to sign in and out and staff ensure that the entrance is fully secured at all times. Management maintain a set of clear policies and procedures, which are shared with staff and parents. On the whole, most of the procedures are effectively implemented throughout the nursery. However, the positioning of some notices and information in rooms does not always ensure that confidentiality is fully maintained. All staff have first aid training and a fully equipped first aid box is available to ensure that staff are able to respond appropriately in the event of an accident to children.

Children play in a well organised nursery setting, where they are cared for by qualified and experienced early year's staff. Children benefit from the staff's commitment to ongoing personal development. Gaining early year's qualifications to a high level and regularly updating their knowledge and understanding in core subjects. A combined effort in the self-evaluation process by all staff and users of the nursery, effectively shows how everyday practices are working well and where identified areas for improvements are recognised. Future plans show the management and staffs clear vision for improvements. For example, achieving the accreditation they are working towards, the ongoing development of the outdoor area and furthering links with other Early Years Foundation Stage (EYFS) providers. The manager and staff are committed to ensuring all children are included, have a good understanding of the EYFS guidance and how children learn through play. Children benefit from an effective key person system, which enables them to form close and positive relationships that support them in their transition through the nursery and on into school. Links with other providers of the EYFS are in development.

The nursery values partnership working and has close links with parents, welcoming them into the setting to help settle their children. Parent's knowledge of their children is valued, as they work together with children's key workers to document their children's needs and establish children's starting points, prior to them starting at the nursery. Parents express a high regard for the care and service their children receive, and praise the friendliness and professional approach of staff. Parents are encouraged to share in their children's development and add their children's current interests onto the 'interest tree' in each room.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, confident, independent individuals who are supported well by staff, who challenge and reinforce their learning through everyday routines. A good balance of adult-led and child-initiated play opportunities and activities are provided. Children access resources easily from low level storage units and labelled containers in each room. They enjoy the challenging outdoor space and move around freely in well resourced, stimulating and interesting play rooms. Family

photograph display boards in the play rooms assist in enabling children to settle and have an ongoing reference to themselves and home. Children understand the routine of the day well. They readily follow simple instructions when tidying away toys before mealtimes. Staff provide very good role models, consequently, children's behaviour is good. Children in all rooms enjoy listening to stories while sitting with staff on cushions and child sized soft furnishings. Staff support children's language and communication skills well during activities and children's confidence and self-esteem is effectively promoted through the positive praise and attention they receive.

Good use is made of the 'all about me' books to help staff gain an insight into the stage of development the children have reached when they first start at nursery. Staff observe children as they play and make assessments of their learning and development using the EYFS guidance. The records completed by staff indicate children's next steps, which are then highlighted in the planning. Staff provide opportunities within planned activities to celebrate cultural events and celebrations, which introduce children to the wider world. Good resources and visual experiences are readily accessible to children to initiate conversation, or free play focused around difference and diversity. Children learn about number, shape and colour as they play. For example, while producing a collage one child decides that the coloured feathers remind her of a parrot, she and other children then find different coloured feathers to decorate themselves with and then pretend to fly like parrots. Babies have ample opportunity to explore texture and shape, developing their senses through access to a variety of different treasure baskets available to them. Staff ensure that children develop their skills for the future well during their time at the nursery.

Staff help children to understand how to behave in ways that are safe for themselves and others, as well as developing an understanding of danger. Staff frequently practise the fire evacuation procedure, which helps the children to become aware of what to do in the event of an emergency. Hygiene procedures are followed well by staff to help prevent the spread of infection. Children learn by example, follow routines and can refer to posters in the bathroom, which clearly show them how to wash their hands. They enjoy healthy nutritious meals and snacks, which are made from fresh ingredients and prepared by the cook at the nursery. All children thoroughly enjoyed a meal of cottage pie served with cauliflower and followed by fruit. Fresh drinking water is available to children at all times. A calm, restful environment is created in the baby rooms to enable babies to sleep and rest in accordance with their individual routines.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met