

# The Park Nursery

Inspection report for early years provision

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**Unique reference number** EY305263  
**Inspection date** 28/02/2011  
**Inspector** Maura Pigram

**Setting address** 3 Park Avenue, Watford, Hertfordshire, WD18 7HR

**Telephone number** 01923 202056

**Email**

**Type of setting** 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.

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## Description of the setting

The Park Nursery originally opened in 1998 operating as Child and Co and registered under its current ownership of Bright Horizons Family Solutions Limited in 2004. It operates from a converted Victorian house in Watford, Hertfordshire. The nursery serves the local area and children travel from the wider community. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round from 8am to 6pm. The nursery also has conditions in place which, if requested by parents, allows them to extend the opening and closing hours by 30 minutes. Children are able to attend for a variety of sessions during this period. A maximum of 63 children may attend the nursery at any one time. There are currently 126 children attending who are within the Early Years Foundation Stage.

The nursery is registered on the Early Years Register and on the Childcare Register. The nursery provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 members of childcare staff, and four bank staff are also regularly employed. Of these, thirteen hold appropriate early years qualifications at Level 3 or above and 5 members of staff hold early years qualifications at Level 2. A number of staff are working towards further qualifications at Level 2 and above. Some staff members are interested in completing the Early Years Professional Status qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff understand that each child is unique and they work hard to ensure that all children's individual needs are routinely met. As a result, children make good progress in their development and children's welfare is promoted well. Partnerships with parents and carers ensure children's needs are well known and some positive steps are taken to ensure they are fully included. The provision has a positive attitude to improvement and purposeful monitoring systems ensure plans for the future are well targeted to improve outcomes for children.

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

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

- develop further the planning so that children's interests and needs are identified, taking into account home languages and cultures and developing planning and assessment systems to demonstrate how these match the expectations of the early learning goals and how this information is used to

- inform children's next steps in their learning
- plan and organise systems to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, with particular regard to ensuring all children have opportunities to experience the local environment and be outdoors on a daily basis and develop the environment for toddler aged children
- develop further the culture of reflective practice so that it includes children's views and that of their parents or carers, and use this to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Arrangements for safeguarding children are clear, regularly reviewed, carefully managed, and understood by all who work with children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. All staff have a good understanding of the procedures to follow if they have concerns about a child in their care. Robust recruitment and clear vetting procedures ensure that all staff working with children are suitable to do so. Ongoing appraisals and opportunities for training ensure professional development is effectively supported. The bank staff system is well managed to cover any absences such as holidays or illness. All necessary checks are carried out with all staff prior to them working with children. The no mobile phone policy and procedures further contributes to children being safeguarded. For example, staff and visitors are requested to leave their phones in locked cabinets during their time in the nursery. Clear procedures for arrival and departure ensure children are handed over safely to a known adult and the intercom system contributes effectively to this. Appropriate risk assessments for all areas ensure any identified risks to children are minimised. Every opportunity is taken to ensure children have a secure understanding of how to stay safe. For example, children are reminded not to swing on chairs whilst sitting at tables.

Senior management are aware of the key strengths and areas for further development. They have worked hard to develop new systems to monitor and assess the quality of the provision and to improve outcomes for children. For example, quality assurance with outside agencies regularly takes place so that areas to be developed can be highlighted. As a result, cosy spaces for children have been developed such as welcoming book areas and team leader training sessions have been successfully implemented. All staff are able to contribute to the setting's monitoring systems through staff meetings and informal discussions. Children's views are obtained for improvements to some aspects of the nursery such as the developments of the garden. Parents' and carers' views are obtained through annual questionnaires and are yet to be fully effective in the monitoring of the setting. Recommendations from the previous inspection have been successfully addressed and have had a positive impact on the setting. For example, a new kitchen has been fitted and all health and safety requirements are carefully monitored.

Good use is made of indoor space. Displays in the bright and welcoming foyer offer a wide range of information for parents and carers. These include procedures to follow in the event of any concerns. Plans are in place for a refurbishment of the nursery so that it remains fresh and welcoming. Children's base rooms are mostly well resourced with a good range of varied and interesting resources which are easily accessible. The exception to this is the imaginative play area of the toddler room which is been re-organised so that resources within reach are interesting, safe and stimulating. However, staff here take positive steps to engage children in a wide variety of adult-led sensory play such as exploring pasta and paint. Effective staff deployment and individual responsibilities such as key worker and room leader duties ensures children feel secure and settled. Children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the nursery. Children with English as an additional language are generally well supported. Some staff are bi-lingual in a variety of languages such as Urdu and key words in home languages are obtained on entry. However, resources to help children see their home languages within their play are not yet fully implemented.

A key person system is in operation and daily verbal and written communications with parents and carers ensures children's individual needs are met and children receive continuity in their care. Many parents speak well of the nursery, some have had older children attend and speak positively on the impact on their children's development. Thank you cards are evident in all rooms and positive comments include 'thank you for making my child feel secure'. Senior management are working on the partnership with parents so that they are more fully involved in all aspects of the nursery. Parents and carers are provided with good quality information about the nursery, such as an informative parents' prospectus and regular memos. They are welcome to share their knowledge and skills such as cultural backgrounds, singing and cooking with the children. In addition, older children's parents are provided with 'ready for school' cards to help in the transition to school. The established partnership with outside agencies such as speech therapists and physiotherapists means that any advice or specialist equipment can be quickly obtained and implemented to successfully meet individual needs.

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

Since the last inspection staff and children have been purposefully working together to develop the outdoor area. This is now defined into separate areas for play and exploration. This is a continual project so that children from aged two years can freely access the well-resourced outdoor environment. Children have been included in the monitoring of the garden and in helping identify potential hazards. This means that they develop a clear understanding on how to stay safe whilst playing outdoors. Planning is flexible and linked to all the areas of learning. Staff have worked hard to ensure assessment and observation systems are in line with the Early Years Foundation Stage framework. They understand that every child is unique and work closely with parents to meet children's individual needs. Close monitoring of children through regular observations and assessments are

generally used well to show their progress in individual learning journals. However, assessment systems do not always link to the Early Years Foundation Stage expectations. Therefore, learning priorities are potentially not identified effectively.

Physical skills are very well supported with all children. For example, babies and toddlers freely explore and develop their emerging skills through good use of the indoor wooden play apparatus in their base rooms. Babies delight in playing 'peek-a-boo' with attentive staff and toddlers love mastering their skills when using the slide and tunnels. Older children are able to access the outdoor play areas throughout the day and love riding wheeled toys and are helped to develop good levels of self-esteem during their negotiation of walking across milk crates. Younger children, such as toddlers and babies, are generally taken outdoors to the garden so that they can gain fresh air and exercise in fine weather. Children generally have some good opportunities indoors and in their garden to learn about aspects of the wider world such as celebrating festivals and learning about nature through hunting for mini beasts. However, the local environment is not yet effectively used to enable children to have active learning experiences of the world around them. Indoors there is a good balance of child-led and adult-led activities. These are well supported or modified so that all children can fully participate.

Children play well, independently and in groups, becoming active, curious and inquisitive learners. Imaginative play is generally well supported. For example, older children confidently select resources such as brushes and hair dryers. Positive interaction by staff members ensures children's language skills during this time are well supported as children repeat words spoken to them. A favourite game is playing 'shops'. Children initiate this activity and are able to recognise numbers when they use the cash till. However, money to support children's learning was not evident on the day of inspection. Children particularly enjoy sensory play. For example, babies and toddlers love exploring a wide variety of media such as pasta, jelly, sand and water. This is effectively supported and enjoyed by all, and items such as ribbons or glitter are often added to create extra interest. Toddlers enjoy exploring their base rooms which includes rooms for eating, creative, physical and imaginative play. The creative and physical spaces are well used to develop children's interests and emerging skills. In the imaginative playroom children love playing with the low-level wooden cooker. However, the lack of basic resources such as those seen in their own homes potentially does not effectively support their learning and understanding. Pre-school children are confident and engrossed in chosen activities such as creating a train from large cardboard boxes. They delight in mixing colours to create wheels and a funnel. Open questions used by staff help children think about the process and the end project when they invite their friends to play in their train. Children love joining in with favourite songs and nursery rhymes. They share stories together and are able to access books easily from the recently developed cosy areas. Plans are in place to develop resources which support children in learning English as an additional language. Basic sign language is known by some staff and is used to help some children communicate their needs. Mark-making tools are available both indoors and outdoors, although are not always evident in the home areas.

Children learn the importance of good personal hygiene during routines of the day. Tissues are easily available. However, bins to dispose of these are not always

easily available in all rooms. Some children and some staff use indoor and outdoor shoes so that areas where children sleep are clean. Sleep and rest periods are incorporated into the routine of the day according to individual needs. The babies sleep room is well organised so that children develop a secure sense of belonging. Since the last inspection the kitchen has been modernised. Snacks are prepared on site and main meals are prepared and collected from a local school. All environmental health procedures are followed and dietary requirements are well known so that individual needs are met. Meals are sociable occasions, and turn taking and good manners are effectively promoted. Children's independence is fostered. For example, they are able to serve themselves during meal times and are helped to pour their own drinks. This means that children develop good skills for the future.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</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

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <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