

Parklands Private Day Nursery Lydiate



Parklands Private Day Nursery, 5 Moss Lane, Lydiate, Liverpool, L31 4DB

Inspection date

1 April 2015

Previous inspection date

9 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff know the children well and use their observations to assess children's progress regularly. This ensures they plan activities that interest, challenge and motivate children.
- The setting is well resourced and organised so that children can make choices about what they play with and become independent learners.
- Teaching is good because staff understand how children learn and regularly update their knowledge and skills.
- Managers and staff have a thorough understanding of how to protect children from harm and there are detailed procedures to follow if they are concerned about a child in their care.
- Leaders and managers have effective systems in place to ensure the suitability of all staff.
- Children are emotionally prepared for the next stage in their learning because staff have good partnerships with school staff and use effective strategies to help children know what to expect.

It is not yet outstanding because:

- Strategies to engage parents are not yet highly successful and as a result, not all parents have been enabled to share information about children's learning at home.
- Staff in the baby room occasionally miss opportunities to talk to children or engage them in play.

What the setting needs to do to improve further

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

- enhance partnerships with parents further to ensure the two-way flow of information is sharply focused on children's learning and development and parents know what they can do at home to continue children's learning
- Improve practice further in the baby room by observing and evaluating interactions between staff and children and using the information gained to encourage staff to use available opportunities to talk to children and engage them in purposeful activities.

Inspection activities

- The inspector toured the premises and observed activities both indoors and in the outdoor learning environment.
- The inspector held a joint observation with the manager.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and viewed a range of documents, including the safeguarding policy, evidence of staff suitability and the settings own self-evaluation form.
- The inspector examined children's records, including planning and assessment documents.
- The inspector took into account the views of parents and carers spoken to during the inspection.

Inspector

Anne Parker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan interesting activities that engage children in purposeful play. They play alongside children, talking to them and using appropriate questions to extend their language, thinking and problem solving skills. For example, as toddlers put together a train track, staff ask children which pieces will fit. However, staff working with babies and younger toddlers focus on routines and sometimes miss opportunities to talk or engage children in play that will enhance their learning. Nevertheless, all children make good progress. Staff use clear language, repeat key phrases and extend children's sentences as they chat. Numbers are introduced through songs and rhymes, sorting games and they use simple addition and subtraction. As a result, children are gaining the skills they will need for their next stage in learning, particularly school. Furthermore, staff have adapted activities to ensure children meet the standards required by local schools. Staff use a wide range of strategies to engage parents. However, they have not been successful in engaging all parents and, as a result, sharing of information is not always sharply focused on children's learning and development.

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

Staff develop secure relationships with children and there are effective care practices which ensure each child's needs are met. Children with special educational needs and/or disabilities are included in activities because staff are suitably informed about their particular needs. As a result, children are emotionally secure, settle quickly and become confident, self-motivated learners. Children have daily opportunities for physical activity as they play outdoors. They take age appropriate risks as they traverse along the wooden logs and ride their bicycles down the slope. Safety is a high priority and staff follow comprehensive procedures to keep children safe. Staff share children's enthusiasm as they search for insects and this motivates children to explore further. Children learn to make healthy choices as staff talk to them about the food they are served and encourage them to take fruit for their journey home. Children's behaviour is good because staff give clear and consistent messages.

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

Leaders and managers have a comprehensive understanding of how to implement the learning and development requirements. There are effective systems in place to monitor the progress of children and specific strategies are implemented to support specific groups of children. Staff are well supported through focused supervision and suitable training is accessed to improve their knowledge and skills. Training has a positive impact on the setting, for example, there are plans to further develop the outdoor area and to improve opportunities for boys to increase their writing skills, following courses that staff have attended. There is a high priority placed on safeguarding children and all staff are fully aware of the procedures to follow if they have concerns about a child in their care. Strong partnerships with other organisations ensure children's needs are effectively met.

Setting details

Unique reference number	EY333142
Local authority	Sefton
Inspection number	862557
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	63
Name of provider	Parklands Private Day Nursery Ltd
Date of previous inspection	9 December 2009
Telephone number	0151 531 6776

Parklands Private Day Nursery was registered in 2006. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, and two hold level 2 qualifications. The nursery opens, from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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