

Park Wood Day Nursery

Parkwood Nursery, 97 Eleanor Road, PRENTON, Merseyside, CH43 7QW



Inspection date

14 April 2015

Previous inspection date

17 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children are happy and settled. Relationships with staff are very good. As a result, the social and emotional needs of all children are well met.
- Staff are well qualified, and have a good understanding of the Early Years Foundation Stage and how children learn. They provide a good mix of adult-led and child-initiated activities for all the children. Consequently, children are eager to learn and engage enthusiastically in all the different play experiences.
- Partnership working with parents is strong. Parents are kept well informed about their children's learning and development, so that they can actively support their children's learning at home.
- Staff have a secure understanding of how to manage risks and promote children's health and safety. They know what procedures to follow should they have a cause for concern about a child in their care.
- The management team are committed to developing the nursery and improving provision. Self-evaluation procedures are strong. The views of parents, children and staff are included in improvement plans. Consequently, the quality of teaching, learning and care practices have considerably improved since the nursery's last Ofsted inspection.

It is not yet outstanding because:

- Opportunities for children to develop their independence and self-help skills during play and everyday activities are not used consistently.
- Staff do not always make the most of opportunities to develop children's knowledge of colours and use of mathematical skills in everyday activities.

What the setting needs to do to improve further

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

- develop further children's independence and self-help skills, for example, by providing more opportunities for children to help with pouring drinks, and serving themselves at snack and meal times
- provide more opportunities for children to develop their knowledge of colours and practise counting skills in everyday activities.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas, and at lunchtime, as well as conducting a joint observation with the deputy manager.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector reviewed a sample of policies and procedures, checked evidence of suitability and qualifications of staff, as well as risk assessments and the provider's self-evaluation and improvement plans.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector held a meeting with the manager and the deputy manager.

Inspector

Susan Hopper

Inspection findings

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

The quality of teaching is consistently good. Staff provide children with a broad range of activities and experiences covering the seven areas of learning. Children enjoy playing outdoors in the wooded area where they are encouraged to paint with sticks and mud, and collect natural resources. Younger children enjoy water play activities while exploring bubbles and foam. However, sometimes opportunities to develop children's understanding of colour and numbers during everyday activities are missed, for example, asking children to recognise the colours of plates and cups at lunchtime, and to count pieces of fruit. Staff have adopted an effective computer based system for tracking and assessing children's learning and development. As a result, records are updated daily, and detailed observations and assessments ensure that the needs of all children, including those with special educational needs and/or disabilities, are well met. All children make good progress from their starting points.

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

The nursery operates an effective key-person system. As a result, staff establish secure relationships with children and support them well in their play. Children are well prepared for the next stages in their learning through a well-planned programme of activities and visits. Partnership working with local schools is good. Staff act as good role models and provide clear guidance to promote positive behaviour. They ensure that children are kept safe at all times, and help them to understand how to keep themselves safe and healthy by explaining safe practices. Children understand the routines, such as holding on to the rings on the rope when walking to and from the outdoor play area. However, opportunities to develop children's independence and self-help skills are not always used consistently. For example, at lunchtime children are not always encouraged to lay the table, pour drinks or serve themselves. Children have daily opportunities to play outdoors and they enjoy well-planned healthy, nutritious meals and snacks.

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

The management team have a secure understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. They demonstrate a strong commitment to improving the provision and have addressed all the areas highlighted in the last Ofsted inspection. Effective systems and procedures for tracking children's progress and identifying individual needs, engaging parents in sharing information, and monitoring staff performance to improve the quality of teaching, are now in place. All staff have attended recent safeguarding training and can demonstrate a secure knowledge of the relevant procedures, which helps to keep children safe from harm. The manager ensures that staff with up-to-date first-aid qualifications are deployed effectively throughout the setting at all times. Parents praise the nursery for its warm and welcoming environment and for the commitment of the staff.

Setting details

Unique reference number	EY407815
Local authority	Wirral
Inspection number	978575
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	121
Name of provider	Elizabeth Susan Witherspoon
Date of previous inspection	17 April 2014
Telephone number	0151 653 2653

Park Wood Day Nursery was registered in 2010 and employs 21 members of childcare staff. Of these, three hold Qualified Teacher Status, two hold a recognised qualification at level 6, 13 hold appropriate early years qualifications at level 3, one holds an appropriate early years qualifications at level 2 and two are unqualified. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

