

# The Park Nursery

3 Park Avenue, Watford, Hertfordshire, WD18 7HR



<b>Inspection date</b>	2 September 2015
Previous inspection date	28 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff accurately assess children's progress and effectively plan children's next steps in learning. This helps to ensure that all children are making good progress.
- Children's behaviour is excellent and staff provide clear and consistent messages about their expectations. This helps children to understand their actions and adapt their behaviour.
- Staff have effective partnerships with parents, who actively contribute to their children's learning and development.
- Children are taught to work cooperatively with each other and their ideas are valued.
- Children are confident and emotionally prepared for moving on to school. They contribute their thoughts and views, to a 'moving on' book.
- The key-person system is well established and children form strong attachments with staff.
- Staff take the children for nature walks and regular outings in the local community. This builds on children's knowledge of the world around them.

### It is not yet outstanding because:

- On occasion, staff miss opportunities to adapt activities for the youngest children in order to maximise their learning.

## What the setting needs to do to improve further

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

- ensure all staff take every opportunity to adapt activities, to maximise children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning journeys, safeguarding policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.
- The inspector spoke to staff present, the regional manager and the early years quality improvement manager.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

Robust recruitment procedures and a detailed induction programme ensure staff have the appropriate skills and knowledge. Staff are qualified and attend a range of appropriate training courses that further develop their knowledge and skills. This has a positive impact on the quality of teaching at the nursery. Managers have an established programme of regular supervision for all staff. Parents speak very positively about the staff team. They particularly value the support given during the settling-in process and the progress updates on their child's development. Partnerships with outside agencies are established and children receive varying additional support depending on their needs. Safeguarding is effective. Staff attend training in safeguarding and know how to respond quickly to a concern.

### Quality of teaching, learning and assessment is good

Occasionally, staff miss opportunities to adapt activities with the youngest children. Children enjoy digging in the growing and gardening boxes to look for dinosaurs and other items that capture their interest. Staff make frequent observations and parents share relevant information. This is used to assess what children can do and plan their next steps in learning. Children's starting points are clearly identified and all children are making good progress towards the early learning goals. Children practise making marks using a variety of implements and media, for example, wet sand and chalk. Many children are able to recognise their own name, write their name and recognise other letters in the alphabet.

### Personal development, behaviour and welfare are good

Children are happy and settle with support from staff. They are supported to become independent and carry out tasks for themselves. For example, older children clean and set the table for lunchtime, including individual mats that indicate a child's dietary requirements and cutlery. Mealtimes are social occasions where staff talk to the children about their food, health and other topics that children raise. Children learn about different cultures and religions in the varied activities available throughout the year. Children display good behaviour and are supported in making the right choices. Older children understand how their behaviour can affect others. The nursery provides an extensive range of activities, both indoors and outdoors for the children.

### Outcomes for children are good

Children are supported in their next steps of learning through an established key-person system. All children are making clear progress from their identified starting points, including those who speak English as an additional language and those with special educational needs and/or disabilities. Children who are more able have interesting and challenging activities to support their continued progress.

## Setting details

<b>Unique reference number</b>	EY305263
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	861864
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	63
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	28 February 2011
<b>Telephone number</b>	01923 604886

The Park Nursery was registered in 2004. The nursery employs 27 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3, including two at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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