

Park Lodge Day Nursery

24-26 Grove Street, New Ferry, Merseyside, CH62 5AZ



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| Inspection date | 22 August 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- The provider is very ambitious. She has thorough plans for the development of the nursery. The provider actively seeks the opinions of staff, children and parents to inform her action planning.
- Staff have a good understanding of how children learn. They use what they know about children's interests to plan interesting learning experiences for each child. Children have opportunities to develop across all areas of learning.
- Leaders monitor the range of activities provided effectively. This enables them to quickly identify areas where children may require additional support.
- Children behave well. They are responsive to the warm and welcoming staff who are positive role models for children.
- Staff know children well. They gather useful information from parents when children first begin attending and as they move through the nursery. Children feel confident to approach staff for support or a cuddle when they are feeling tired or upset.
- Children are well supported as they prepare to move through the nursery and on to school. They are encouraged to talk about their feelings and staff help them to get to know their new key person or teacher.

It is not yet outstanding because:

- The provider's evaluations of staff practice are not sufficiently focused to provide highly effective and targeted professional development and support.
- Staff, sometimes, disrupt children's play to adhere to a daily routine or move away from planned activities when children are engaged in them.

What the setting needs to do to improve further

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

- evaluate staff practice more sharply and engage in targeted professional development that enhances the quality of teaching
- encourage staff to make the most of opportunities that promote children's engagement in their chosen play and during planned activities.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector spoke to a small group of parents during the inspection and took account of their views.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector completed a joint observation with the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

Inspector

Lauren Grocott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the internal and external reporting procedures to raise concerns about the welfare of a child. They have robust procedures in place to protect children from harm. Partnership working is good. Parents report that they feel well informed about their children's activities and progress. Parents are encouraged to make contributions to children's progress assessments, helping to inform their starting points. Staff make good use of information gathered from parents to extend children's learning. The provider has high expectations for her staff. Staff are suitably qualified and they, in turn, have high expectations for what each child can achieve. This creates a positive culture and atmosphere within the nursery. The commitment to supporting children to do their best is evident throughout.

Quality of teaching, learning and assessment is good

Staff work very well with parents and other agencies to implement effective strategies to support all children. Children who have special educational needs or disability make progress alongside their peers. Staff encourage children to explore with their senses. They try to blow foam off their hands, use different tools to make marks in it and talk about the temperature of the foam. Staff use questions effectively to promote children's thinking skills. Children are regularly observed by staff who set them challenging targets to develop their skills. Overall, the learning environment is well planned and organised. Children can make independent selections from a range of high-quality resources. They are, generally, encouraged to use these to follow their own interests. The outdoor provision affords children many opportunities for learning. They discuss quantity and they scoop up soil and mud with diggers. They develop their physical coordination and early literacy skills. One of the ways they do this is by using large brushes to make marks with water.

Personal development, behaviour and welfare are good

Children are kept safe by staff who conduct regular risk assessments to identify and manage hazards. Children can navigate spaces successfully and cooperate with daily routines that help to keep them safe. For example, they wait in line under numbered rockets so that staff can count how many are present before they go out to play. Children are developing good social skills, relative to their stages of development. They begin to wait for a turn of more popular resources. Older children thoughtfully make space around a pot of bubbles so that all children can access them. Children are provided with fresh and healthy meals and eagerly request their favourites from the nursery cook. Hygiene routines are suitably embedded in practice to reduce the risk of cross-infection. Children learn about the world around them and how to be respectful of others.

Outcomes for children are good

Children make typical progress from their starting points. They are developing positive attitudes towards learning and respond well to praise. Children are encouraged to keep on trying to achieve something that they find difficult or challenging. This heightens their sense of achievement, for example, as they manage to copy letters from their name.

Setting details

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| Unique reference number | EY485081 |
| Local authority | Wirral |
| Inspection number | 1013417 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 51 |
| Number of children on roll | 41 |
| Name of registered person | Alexandra Hirst |
| Registered person unique reference number | RP515760 |
| Date of previous inspection | Not applicable |
| Telephone number | 07735584054 |

Park Lodge Day Nursery was registered in 2015. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications or are working towards them. The manager and deputy manager both hold degree level qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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