

Parklands Day Nursery

First Dig Lane, Stapeley, Nantwich, Cheshire, CW5 7JT



Inspection date

29 May 2015

Previous inspection date

30 June 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 are knowledgeable about safeguarding policies and procedures. They attend training regularly to update their knowledge and refresh their understanding. Therefore, staff know what action to take if they have any concern regarding a child in their care.
- Staff demonstrate good quality teaching skills. They effectively identify gaps in children's learning and seek early help from professionals when necessary. As a result, children make good progress in their learning and development. Support for children with special educational needs and/or disabilities, is a particular strength of the nursery.
- Staff regularly share information about children's progress, with parents. They suggest ideas about how learning can be further enhanced at home.
- Staff are kind and caring with the children, who enjoy the individual attention they receive. Children particularly enjoy the constant praise they receive for their achievements. This promotes their self-esteem and develops their emotional well-being.
- Staff promote and reflect cultural and religious diversity through organised activities and events in the nursery.
- Leaders have a good understanding of the strengths and weaknesses of the nursery. Parent's and children's views are frequently sought to enable the staff team to evaluate and maintain the good quality provision.

It is not yet outstanding because:

- Leaders have not fully developed the system for comparing the progress of different groups of children.
- Babies and toddlers are not always given enough time to explore and investigate to enable them to develop their own ideas and lead their own learning, because occasionally, staff over direct activities.

What the setting needs to do to improve further

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

- develop the current tracking system further to enable staff and managers to see more clearly how different groups of children are progressing
- enhance learning opportunities further, for example, by recognising when to stand back and give babies and toddlers more time to explore and investigate independently.

Inspection activities

- The inspector looked at children's assessment records, planning documentation, and a range of other documentation including policies, procedures, risk assessments and self-evaluation.
- The inspector discussed the children's progress with their key persons.
- The inspector viewed evidence of the suitability and qualifications of the staff working with the children.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector observed activities indoors and outside and reviewed the quality of teaching.
- The inspector conducted a joint observation with the manager.

Inspector

Karen Laycock

Inspection findings

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

Staff seek detailed information from parents about what their child can and cannot do. They use this information in their initial planning. Staff observe and assess children during play and routines to note their current interests and abilities. These observations are used to plan stimulating and challenging learning opportunities and move children's learning forward. Outdoors, children enjoy an excellent range of equipment and resources, which cover the seven areas of learning. Children's mathematical development is particularly well supported because staff skilfully introduce numbers and shapes into everyday activities. Babies and toddlers explore and investigate natural and sensory resources. They become fascinated with marks they make with paint and brushes. However, at times the activity is over directed by the enthusiastic staff. For example, staff are keen to show the children different marks they can make and so interrupt their play. Consequently, they do not always give children time to explore independently and develop their own ideas. Staff effectively develop babies' and young children's communication skills. They constantly talk about what they are doing and repeat children's babbles. This reinforces to the children that their sounds are important and valued by those who care for them.

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

Children behave well and show respect for the staff and other children. Staff encourage children to play cooperative games to support sharing and taking turns. For example, babies and younger children roll balls back and forth to each other. Older children work together as a team on the tandem swing. Continuous access to the outdoors gives children positive attitudes towards fresh air and exercise. Toddlers have fun using ride-on toys in the garden where they use their whole bodies to push themselves along. Older children enjoy the larger climbing equipment where they learn to take manageable risks and keep themselves safe. Children take part in activities that help them to learn about healthy lifestyles, including growing and eating their own vegetables. Children are encouraged to be independent. They help to dress themselves and older children use the toilet independently. Therefore, children are acquiring the necessary skills and attitudes in readiness for their next stage of learning, including school.

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

Staff qualifications have a positive impact on children's learning. Leaders monitor staff performance through regular supervision and peer review. They ensure staff update their skills and knowledge through regular training in order to benefit children. Partnerships with other providers, where care is shared, are effective and promotes a consistent approach to support children's development. Tracking systems are used by staff to effectively assess individual children's milestones and identify their next steps in development. However, management has not fully developed these systems to analyse specific groups of children, to identify any differences in their progress. Parents are very happy with the nursery. Comments include 'my child has come on leaps and bounds'.

Setting details

Unique reference number	305238
Local authority	Cheshire East
Inspection number	864815
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	125
Number of children on roll	111
Name of provider	Susan Josephine Wilson
Date of previous inspection	30 June 2009
Telephone number	01270 623023

Parklands Day Nursery was registered in 1997. It employs 24 members of childcare staff. All hold appropriate childcare qualifications at level 2 and above, including one with Qualified Teacher Status. The nursery opens from Monday to Friday from 8am until 6pm all year round. It provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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