

Parkway Day Nursery Limited

Cropton Way, Middlesbrough, TS8 0TL

Inspection date

Previous inspection date

14/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection: 2

Previous inspection: Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good and some is outstanding. Pre-school children receive excellent teaching which prepares them extremely well with the skills they require when they go to school.
- The manager knows the nursery very well. She accurately identifies actions, to overcome weaknesses, which aim to improve practice and provision for children over time.
- Children understand how to keep themselves safe as all staff consistently give high priority to the safety of children.
- Children with special educational needs and/or disabilities are exceptionally well supported, through the robust and effective partnerships between parents and external agencies and services.
- Children are supported in their learning at home as superb partnerships are in place to involve parents and carers in their child's learning and development.

It is not yet outstanding because

- There is scope to improve access to some resources, in the outdoor environment, accessed by younger children, in order to enrich their ability to make choices and direct their own play.
- Opportunities for younger children to experiment and try out their own ideas, when exploring and experimenting with sensory resources, are not always fully maximised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form.
- The inspector observed teaching and learning activities in all nursery rooms, including the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the nursery, and discussed a range of policies and procedures.

Inspector

Nicola Jones

Full report

Information about the setting

Parkway Day Nursery Limited was re-registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Coulby Newham area of Middlesbrough. The nursery is managed by a limited company. The nursery serves the local area and is accessible to all children. There are six designated playrooms and outdoor areas off each room. The nursery also offers a wraparound service and holiday club for children attending local schools. The nursery employs 33 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional status. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 181 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for younger children to freely explore and experiment with sensory resources, in order for them to try out their own ideas and enhance their creativity and thinking skills

- extend ways to further enhance younger children's independence skills in the outdoor environment, in order to enrich their ability to make choices and direct their own play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are warmly welcomed into this bright and highly stimulating nursery where their individual learning and development needs are very well met. Staff have very good knowledge of how young children learn, they observe them regularly and use this information effectively to plan inspiring, creative and imaginative experiences, both in the indoor and outdoor environment. As a result, children make good progress during the time they spend at the nursery. Staff supporting babies and very young children make very good use of everyday objects, such as wooden spoons and metal sieves. They place them on the floor where children pick them up with both hands and enjoy banging them together. Staff discuss observations made of children as they play, and agree on the stages of learning and development shown through the activity. This ensures consistency

and accuracy in assessments gathered, and provides in-house support for staff. Each area of learning and development is implemented through planned, purposeful play, and through a mix of child-initiated and adult-led activity. For example, children explore the concepts of colour and use the language of size when staff encourage them to sort small world people into coloured bowls. They use words, such as 'big' and 'little', and enjoy finding all of the 'orange' figures together in a bowl. Staff are astute in adapting activities for children with special educational needs and/or disabilities. They quickly recognise when children begin to lose attention and move activities outdoors, knowing this is an environment that better suits their needs and learning styles. Staff make excellent use of advice from external agencies and services, such as speech and language therapy. They thread information received into planning in a highly effective way. This means that children with special educational needs and/or disabilities are exceptionally well supported to make progress, based on their individual starting points.

The quality of teaching is consistently good and some is outstanding. Teaching in the pre-school room is particularly strong. Staff highly motivate children to solve problems, test their own ideas and show deep levels of concentration when engaging in challenging activities. For example, children become engrossed when they explore dried foods, such as spaghetti and couscous, and pour them into measuring jugs. Staff support them exceedingly well to read the scale on the side of the jug and talk about the 'layers' and patterns that have occurred. As a result, children fully enhance their mathematical understanding of concepts, such as capacity, weight and patterns. This enables children to gain the knowledge and skills required in readiness for school. All staff support children's communication and language skills very well. They have recently received training in the use of sign language, which is beginning to be implemented across the nursery. Staff use signing as an additional means of communication in play-based activities and routines throughout the day. For example, staff in pre-school make a sign to indicate 'tidy up' time. This supports all children's understanding of language, especially those for whom English is an additional language. Younger children are provided with generally good opportunities to extend their investigation and exploration skills through the use of sensory media, such as dried and cooked pasta. However, occasionally, they are not always encouraged to try out their own ideas, in order to enhance their creativity and thinking skills. For example, sometimes, staff discourage children from mixing dried and cooked pasta together in a bowl.

Highly successful strategies are in place to engage all parents in their children's learning, in the nursery and at home. For example, 'Wow stars' are regularly completed by parents in all nursery rooms. Staff use this information exceptionally well to extend and enhance children's learning in the nursery. They describe how they build upon comments, such as 'My child is using 'signing' at home', to support children to use sign language and promote their communication skills further throughout the day. Parents, spoken to on the day of inspection, talk about how they value the opportunity to work as 'partners' in children's learning. This shared knowledge and understanding builds a full and clear picture of children's all-round development. Parents are actively encouraged to attend events, held by the nursery, throughout the year, and become involved in their child's learning and development. On the day of inspection, an end of term 'Princess party' took place in the pre-school room. Parents and carers explored a wealth of activities and shared learning experiences with their children. Children excitedly looked for 'treasure' in buckets of sand

and explored a 'mountain' made from glittery shaving foam, to extend their good exploration skills even further.

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

All staff are highly skilled and sensitive in helping children of all ages form secure emotional attachments. This is because a highly effective key-person system is in place. Children show they are happy when they cuddle into their key person after waking from a sleep. A stimulating environment is provided in the indoor environment. This promotes children's independence skills very well. For example, children select and return accessible resources which are creatively displayed. Children access the outdoor environment regularly throughout the day, which fully supports their physical well-being. There are outdoor areas off each nursery room and a larger landscaped area is available around the side of the nursery. Excellent use is made of the larger area to give opportunities for investigations of the natural world. For example, staff help children to grow a vast range of vegetables, which they water regularly and develop an understanding of the importance of eating fresh, healthy foods. However, there is scope to extend children's independence skills even further in the outdoor environments accessed by children in the 'Tweenie' and 'Toddler' rooms, in order to enrich children's ability to make choices and direct their own play. For example, by ensuring the area is maintained well at all times and storage boxes are labelled to inform children of their contents.

Highly effective settling-in procedures are in place, and children and their parents are very well supported emotionally, when they first begin attending the nursery. Children make a number of visits, based on their individual needs, before staying for the whole session. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. For example, 'All about me' documents are completed by parents to share key information, such as family set-up, medical needs and sleep routines. Children are equally well supported when they move rooms within the nursery and into local schools. They make visits with their key person, school teachers visit children in nursery and summaries of learning are shared. This helps to improve communication and co-ordination between professionals, practitioners and families, especially when children have an identified condition, disability or impairment.

All staff demonstrate a high level of awareness of safety in the nursery. They involve children in safe practices throughout the day. For example, they provide good role models by explaining why it is necessary to ride around an activity, rather than trying to ride through the middle, to ensure children develop an understanding of how to keep themselves safe. Children demonstrate safe practices as they play and take part in routines. For example, children help to sweep the vast amount of dried couscous off the floor following an exploratory activity. Children cooperate well with each other and know what behaviour is acceptable in the nursery. This is because a number of strategies are embedded in practice within the nursery. For example, pre-school staff make excellent use of discussion with children to help them to negotiate resources and solve problems without becoming emotionally distressed. Staff have agreed procedures, outlining how to manage changes in children's behaviour, and the rationale of this is shared with parents to maintain a joint approach.

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

The management team have a very good understanding of their responsibility to ensure the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a comprehensive awareness of safeguarding issues among the staff in the nursery, all of whom receive regular training on safeguarding. As a result, policies and procedures are implemented consistently, and all concerns are prioritised and dealt with effectively. For example, all staff know who to contact if the manager is unavailable. All staff working directly with children hold appropriate qualifications, are suitable to fulfil the requirements of their role and have had appropriate checks carried out. This means that children's welfare and well-being is very well promoted. Children are protected further because staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by children are safe. Safeguarding practices are reviewed regularly and are well documented in improvement plans. For example, suitability checks are carried out every three years, on all staff, to ensure they remain safe to work in direct contact with children. Other areas for improvement are identified through thorough consultation with staff, children and parents. The manager has been in post for many years and knows the nursery very well. She demonstrates a strong drive to improve the service provided and accurately identify actions to overcome weaknesses, which aim to improve practice and provision for children over time.

The manager leads a well-qualified and experienced staff team. They are deployed effectively, using their skills and expertise skilfully to support young children's learning and development. The manager has good understanding of her role in monitoring the delivery of the educational programmes, and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported, by her senior staff team, to maintain an overview of the quality of teaching and learning provided. Effective systems are in place to monitor progress for each individual child or group of children attending. This ensures children's strengths and weaknesses are quickly identified, and any intervention is received at the earliest possible stage. This is further supported by effective supervision, induction and mentoring arrangements. This enables staff to discuss individual children's progress, address any issues and accurately identify training to support their own professional development, promoting the interests of children.

Partnerships with external agencies and other professionals are superb. The manager and her staff team work exceptionally well with practitioners in their locality, effectively using advice to provide targeted interventions to meet the specific needs of individual children. Partnerships with parents are exceptional. They take an active part in their child's learning, and are involved in the wide variety of activities and experiences offered at the nursery. Parents, spoken to on the day of inspection, use words, such as 'wonderful' and 'excellent', to describe their satisfaction with the level of service provided. Additional written comments are available in a wide range of thank you cards around the nursery, containing statements, such as 'Great interaction with children, staff are a credit to the nursery' and 'Excellent security.'

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY470157
Local authority	Middlesbrough
Inspection number	953137
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	181
Name of provider	Parkway Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01642577316

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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