

# The Park Private Day Nursery

103 Frederick Street, Werneth, Oldham, Lancashire, OL8 1RD



<b>Inspection date</b>	22 May 2018
Previous inspection date	15 February 2016

<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

- The newly appointed manager has worked hard to implement changes that have positively impacted on the overall quality of the nursery. She has high expectations of staff and leads by example to help them to improve the quality of their practice.
- Staff make good use of observations as children play to accurately assess their learning. Assessments are analysed well to help to identify if children need additional support to help to ensure they reach their full potential. Children make good progress.
- Children who have special educational needs and/or disabilities and children who speak English as an additional language are supported particularly well. Several staff are bilingual and speak and understand children's home languages. Staff use effective strategies to maximum effect to help to develop children's understanding of English and support children who have communication difficulties.
- Partnerships with parents, feeder schools and external professionals are strong. Children benefit from a joint approach to their care and learning, which helps to ensure consistency and continuity for all children.

### It is not yet outstanding because:

- Some staff do not have an in-depth knowledge of how best to support children to develop their early writing skills.
- Staff do not make the very best use of outdoor play to help to enhance the development of children who prefer to learn outside.

## What the setting needs to do to improve further

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

- strengthen staff's knowledge of how best to promote children's early reading and writing skills to help to enhance their good literacy development
- make even better use of the outdoor play area to fully support children who prefer to learn outside.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector talked to the provider, staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector carried out a tour of the nursery. She held a meeting with the manager. She looked at relevant documentation, including safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback on questionnaires obtained by the manager.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant regarding children's safety and have a secure understanding of how to implement policies and procedures to ensure children are kept safe from harm. The manager uses her skills and expertise to coach, mentor and guide staff and completes regular supervision meetings to manage their performance. The individual training needs of staff are identified well to help to ensure that the quality of their teaching continues to improve. Self-evaluation is effective, overall. The manager has detailed action plans in place for staff, the environment and learning outcomes for children, which are well targeted and achievable. The manager closely checks the good progress of all children who attend the nursery, including different groups of children. This helps to ensure that all children receive the support they need.

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

Overall, staff have secure understanding of the developmental needs of babies and children. They plan challenging and purposeful experiences that focus on their interests to help them move on to the next stage in their learning. Staff use babies' natural exploratory impulse and sense of curiosity to help them to make good progress. For example, they role model how to pour and fill containers, make marks in sand and sprinkle it with their fingers. This contributes to the good development of their small-muscle control and coordination. Children are engrossed in their play and learning when they paint the feet of toy animals to make footprints. Staff teach children new words and ask them what sounds the animals make. Pre-school children listen attentively to staff and each other. They confidently contribute to discussions about the weather. For example, they say, 'There are some clouds in the sky, it is sunny and windy.'

### Personal development, behaviour and welfare are good

Caring and attentive key persons help babies and children to develop a strong sense of emotional attachment in the nursery. Care practices are effective and make a positive contribution to children's good health and well-being. Children behave well. Staff set a good example and help children to become aware of age-appropriate behavioural expectations. Children explain that they need use 'walking feet' indoors and have kind hands. Staff make good use of resources, such as, the soft toy 'safety bee' to help to teach children about stranger danger, what to do in the event of a fire and road safety. Staff teach children to respect each other's differences. They provide a wide range of activities that helps children learn about the wider world.

### Outcomes for children are good

Children make good progress. This includes children whose starting points are below expected levels of development for their age. Children develop a good understanding of how to keep themselves safe. They develop a good understanding of diversity beyond their own experiences. Overall, children acquire a range of skills, abilities and attitudes that helps to prepare them well for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	508051
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1117952
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	74
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Domalo Limited
<b>Registered person unique reference number</b>	RP520735
<b>Date of previous inspection</b>	15 February 2016
<b>Telephone number</b>	0161 624 0472

The Park Private Day Nursery registered in 1998. The nursery opens from Monday to Friday from 7.30am to 6pm, all year round. There are 14 members of childcare staff. Of these, two hold an appropriate early years qualification at level 5, seven hold a qualification at level 3 and two hold a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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