

# Kings Park Day Nursery Limited

Unit 1, Puma Court, Kings Business Park, Prescot, L34 1PJ

## Inspection date

Previous inspection date

27/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Highly effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are extremely well prepared for their next stage in learning, including school.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on the impact for children, which means that practitioners are able to ensure all children make excellent progress from their starting points.
- Safeguarding procedures are outstanding. A robust training programme means that practitioners are constantly seeking to improve their already excellent understanding of how to keep children safe.
- The dynamic and innovative ethos of the setting is evident in all areas, both inside and outdoors. The children enjoy highly nutritious meals. As a result, their health and well-being needs are exceptionally well met.
- Exceptional partnerships with parents, carers and other professionals are fully embedded. This means that children have continuity in their care and learning and are very well motivated to learn.

## 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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding and recruitment of practitioners.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of practitioners' suitability to work with children, the provider's self-evaluation form and the development and action plans in place, to secure continued improvement
- The inspector carried out a joint observation with the setting manager.
- The inspector took into account the views of parents spoken to on the day and from written comments.
- The inspector had a tour of the setting, indoors and outdoors.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Kings Park Day Nursery Limited was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Prescot area of Knowsley and is managed by a limited company. The setting operates from four playrooms and there is an enclosed area available for outdoor play. The setting employs 19 childcare practitioners. Of these, 18 hold appropriate early years qualifications, with one at level 2 and 14 at level 3. Two practitioners hold Qualified Teacher Status. The setting opens Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 119 children on roll who are in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. It provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- extend the labelling on storage boxes in the learning environment, to include words and corresponding pictures, in order to provide further support for children's already excellent literacy development.

## Inspection judgements

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

Teaching is outstanding. Practitioners have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children are very well motivated to learn in this extremely high-quality setting. Practitioners provide an exciting, stimulating and extremely well-organised environment, indoors and outdoors. This ensures that all children make rapid progress in all areas of learning and development and they consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and on supporting physical, personal, social and emotional development. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are exceptionally well prepared for school and their next stage of learning. Practitioners value children's independent choices about how and where they want to play in their environment, including choosing to go outdoors. Practitioners translate their knowledge of this into practice very well by providing a range of stimulating opportunities for children to be outdoors in all weathers. For example, children enjoy digging to find bugs, riding bikes, jumping in puddles and performing action rhymes, on their outdoor 'stage'.

Babies engage in varied physical experiences and explore their exceptionally well-planned playrooms as they climb, crawl and learn to walk. Children move confidently in the outdoor area and handle equipment, tools and resources effectively. They use mark-making items, malleable materials and gardening equipment with impressive skill and increasing precision. Children also have a wealth of opportunities to develop their fine motor skills during creative activities, such as cutting, baking and artwork. As a result, they develop all their physical skills extremely well. Children develop their knowledge of technology and understand that information can be retrieved from computers. For example, they competently use computers and toys which demonstrate cause and effect, such as pushing buzzers to make sounds from toy trains and simple computer programs to move toy vehicles forwards and backwards. Practitioners provide an excellent range of resources and there is a sharp focus throughout the setting to promote all areas of learning and development.

Practitioners are inspirational in how they encourage children to be imaginative and make connections in their thinking. For example, children are encouraged to explain to practitioners what they are imagining throughout their play, such as pretending to be a superhero, getting 'baby' ready for bed, or climbing a 'giant beanstalk'. To enhance and extend the children's imagination further, practitioners add pictures, words and photographs, which are put into individual booklets. This technique helps to stimulate communication and language development. Children squeal with delight when they see their photographs and excitedly explain what happens in the story. They offer alternative endings in response to practitioners' 'I wonder what would happen if?' questions. Practitioners consistently give opportunities for children to speak and listen in their own language in order to participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. This is because practitioners are highly knowledgeable and well trained. Additionally, children go on regular listening walks in the garden and the local park, describing the sounds made by birds and the wind whistling through the trees. Practitioners encourage children to hear and say the initial sound of their own name and of their friends' names. As a result of this, pre-school children are starting to read and write their names and blend some sounds together, which includes making rhymes. Consequently, they are very well prepared for school and their next stage in learning.

Children read and write as appropriate for their age and stage of development. This occurs as a result of children listening to stories read to them by highly skilled practitioners, or looking through self-chosen books independently. However, there is scope to extend the labelling on storage boxes by including words and corresponding pictures, to enhance even further the already excellent learning opportunities for children's literacy development. A range of multicultural resources positively promote respect for all cultures, through rhymes, songs and expressive arts. Furthermore, the setting provides a wealth of resources and teaching strategies to support children who speak English as an additional language, which means that these children also make excellent progress. Children with special educational needs and/or disabilities are also exceptionally well supported as a result of the expertise within the setting and support from external agencies. Consequently, these children also make rapid progress relative to their starting points. Teaching is extremely effective and assessment procedures are rigorous throughout the setting. Practitioners are dynamic and enthusiastically plan individual learning

opportunities using the information gathered from parents on entry to the setting. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Consequently, practitioners have a wealth of knowledge for every child's current and future needs. Parents speak to practitioners on a daily basis and during parents' evenings. They contribute to learning booklets, which are sent home on a regular basis as a communication tool. Furthermore, the setting regularly sends home a range of activities to support learning at home, such as a 'magic box'. This helps to stimulate conversation at home and in the setting, because children excitedly talk about items they found in the 'magic box'. Without doubt, the excellent partnerships are actively contributing to children's rapid learning and development.

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

There are superb, close relationships between children and their key person, which enables children to feel extremely secure and comfortable with the routines at the nursery. They display strong, secure emotional attachments which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between practitioners and children ensures that all children form positive and trusting relationships. Children settle well because practitioners find out very meaningful information from parents about their child, to ensure that all children's needs are known and effectively met. Children respond to appropriate boundaries as a result of the dynamic encouragement and support they receive from their practitioners. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. To help prepare children who are getting ready for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents. For example, 'top tips' to prepare children for school are displayed throughout the setting, including parent noticeboards.

Practitioners effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes children help to serve their own meals and choose from a very healthy, highly nutritious menu. Children enjoy the meals and all eat competently using appropriate cutlery. Practitioners act as very good role models, helping children to learn how to be healthy, such as washing their hands before lunch and positively promoting healthy foods in the setting and with parents. Furthermore, children regularly participate in cookery lessons, for example, the pre-school children bake muesli bars to take home and eat for breakfast.

Children are able to manage their own self-care appropriate to their age because practitioners are consistent with providing guidance and giving children time to complete tasks. For example, children competently serve themselves a range of foods and pre-school children take it in turns to be the 'lunch monitor', which helps them to prepare for school. Practitioners role model and use positive communication strategies, to help children understand about acceptable behaviour. Behaviour management training is very well embedded and practitioners share their very good knowledge to support parents'

understanding of positive behaviour management. Consequently, children's behaviour is outstanding. Practitioners effectively role-model how to take safe risks and provide challenges to children in a sensible and well-organised way. For example, through encouraging and showing children how to complete obstacle courses and balance on uneven surfaces. The ethos of safety and encouraging children to take mature responsibility for their actions is consistent throughout the setting, resulting in outstanding progress in personal, social and emotional development.

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

Safeguarding procedures are outstanding. All practitioners efficiently prioritise children's safety and have an excellent awareness of safeguarding issues. They display superb understanding of the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of the setting's designated child protection managers and know precisely what action to take they are concerned about any issues within their practice. All practitioners have undertaken safeguarding training externally and all practitioners follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems ensures that all adults working with children are suitable to do so. Managers also continue to monitor practitioners performance within the setting and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. Extensive support and liaison with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have an excellent understanding of the requirements and effectively monitor all children's skills, abilities and progress. Interventions are sought, from appropriate professionals, at the early stages, which results in children's needs being met effectively and relevant support services involved.

Leadership is inspirational and self-evaluation is well-documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting fully incorporates the views of practitioners, children and parents. Practitioners share a vision to provide an excellent service for the children and their families thus making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable practitioners to continually evaluate their practice. This is achieved through, high quality systems for professional supervisions, peer observations, practitioners' self-appraisals and discussions during meetings with the managers. Consequently, the system of evaluation of practitioners' performance is robust and fully encourages their continued professional development. The manager has provided a wealth of training for all practitioners, which has contributed towards the excellent progress that all children make in their learning.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs very effectively. In addition to this, the setting work closely with the local early years team, who provide training and support. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the setting, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. As a result, children make rapid progress and are extremely well prepared for their next stage in learning, including the move to school.

### **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

<b>Unique reference number</b>	EY471390
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	950817
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	76
<b>Number of children on roll</b>	119
<b>Name of provider</b>	Kings Park Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01514899999

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

