

Inspection of Parkview Day Nursery

236 East Park Road, Leicester, Leicestershire LE5 5FD

Inspection date: 11 August 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

As children and parents arrive at the nursery, staff greet them with warm smiles. Children happily separate from their parents. Children of all ages are appropriately encouraged by staff to be independent. Babies learn to feed themselves, toddlers are supported to serve their own meals and pre-school children pour their own drinks. As pre-school children pour their drinks, they notice numbers written on the jug. With support from the staff, children read the numbers and count in twos up to ten. Children demonstrate their understanding about the natural world. They eagerly show visitors to the nursery the sunflowers that they have grown. Staff question the children and encourage them to recall that the sunflowers needed sun, water and soil for food in order to grow.

Children demonstrate good levels of concentration. Staff provide children with plenty of opportunity to strengthen the muscles in their hands. Toddlers squeeze, flatten and roll play dough using their fingers. Pre-school children draw and make marks with purpose. Staff encourage children to talk about the pictures that they have drawn. Children add to their illustrations to create a book and narrate the events in their story. Staff take on the role of characters the children have created and follow children's directions to act the story out.

What does the early years setting do well and what does it need to do better?

- The management team have made significant changes since the last inspection. Staff receive ongoing supervision and support to help them understand the curriculum intention and improve their teaching practice. However, staff's implementation of the curriculum is variable. At times, staff over direct children's play or ask the children too many questions in quick succession, without giving them the time they need to think and respond.
- Staff meet children's emotional needs well. They work with parents prior to the child starting nursery to find out about the child's development, normal routines, interests and any comfort needs. Staff ask parents about the child's family life, background and experiences. Where children speak English as an additional language, staff gain key words in the child's home language. Staff use the information they gain to plan settling-in sessions to support children's transition into the nursery. When the time comes for children to move between rooms within the nursery, or on to school, staff work with parents effectively to support the child with these transitions.
- Children listen intently to stories being read. Staff use children's love of books to extend their learning. They support the pre-school children to act out one of their favourite books by going on a bear hunt. Staff encourage children to recall the events in the story and correctly predict what happens next. Children use familiar lines from the story as they act it out. Upon finding a bear hidden in a

cave, rather than being scared and running away from it, the children use their imaginations well to create a new ending to the story. They decide to invite the bear for a tea party.

- Staff promptly recognise the signs that some children may need additional help and support with their learning or development. They work alongside parents to implement targeted support and make referrals to appropriate professionals for additional guidance. The manager and staff ensure that additional funding, such as early years pupil premium, is used effectively to benefit the children who receive it.
- Overall, staff promote children's physical development well. They encourage pre-school children to learn how to use the peddles on tricycles to make them move forward. Staff praise children and motivate them to keep trying. They complete risk assessments to ensure that the nursery environment is a safe place for children to play. However, staff do not always make the most of opportunities to help children learn how to keep safe by assessing risk for themselves.
- Staff support children to share and take turns with toys and equipment. When children have minor conflict over the train track, staff quickly step in and encourage children to work together to build the track. Staff praise children when they see them displaying kind respectful behaviour towards their friends.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff understand how to safeguard children. She regularly checks that all staff are aware of how to identify safeguarding concerns. Staff are confident about the procedures to follow if they have concerns about a child's well-being or safety, including how to report concerns about the conduct or suitability of another member of staff. Parents are provided with information about the importance of online safety to help keep children safe when accessing online sites at home. Staff working with babies and young children have completed safer sleep training with the Lullaby Trust. They ensure that sleeping children are checked regularly.

What does the setting need to do to improve?

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

- deepen staff's understanding around how to implement the curriculum, to support children to make the progress they are capable of
- develop the curriculum for physical development further to ensure that children are learning to recognise risk and understand how to manage this for themselves.

Setting details

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| Unique reference number | 226982 |
| Local authority | Leicester |
| Inspection number | 10259860 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 45 |
| Number of children on roll | 75 |
| Name of registered person | Kiddycare Limited |
| Registered person unique reference number | RP903439 |
| Telephone number | 0116 2734237 |
| Date of previous inspection | 27 September 2022 |

Information about this early years setting

Parkview Day Nursery registered in 1989 and is located in the Highfields area of Leicester. The nursery employs nine members of childcare staff. One member of staff holds a level 6 early years practitioner qualification, seven hold a level 3 childcare qualification and one holds a level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspector discussed any continued impact of the pandemic with the management team and has taken that into account in their evaluation of the setting.
- The management team joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of a small-group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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