



Little Peeps Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY318856
Inspection date	20 April 2006
Inspector	Anne Daly
Setting Address	The Bungalow, Townsend Road, Tiptree, Colchester, Essex, CO5 0ND
Telephone number	01621 - 810033
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Registered person	Little Peeps Nursery Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Little Peeps Nursery is one of two settings privately owned by Little Peeps Nursery Ltd. It opened in 2005 and operates from three base rooms of a bungalow within the school grounds of Baynards County Primary School in Tiptree. All children share a secure enclosed outdoor play area. A maximum of 15 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of a year, except for Bank Holidays.

There are currently 20 children aged from 0 to under 5 years on roll. Of these, two children receive funding for nursery education. Children come from the local community and surrounding areas and attend for a variety of sessions. The setting supports children with special educational needs and who speak English as an additional language.

The nursery employs five staff. Four of the staff, including the manager, hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and from the Pre School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy, because staff have a secure knowledge of appropriate procedures to control infections and hygiene. Younger children are protected from cross infection during nappy changing by staff following procedures, such as wearing disposable gloves and disinfecting the changing mat after each child. Children are beginning to learn about the importance of personal hygiene through daily routines. Staff's support and guidance help children to gain an understanding of hygiene and to become increasingly independent in their personal care. Older children understand the need to wash their hands, because they know that their hands carry germs.

Children are protected from the spread of infection by the setting's written sickness policy being shared with parents and carers, to ensure that they know when to keep their unwell children at home, although it does not include exclusion times for sickness and diarrhoea. Children are protected by staff holding first aid qualifications to ensure that they can effectively handle any minor injuries. Staff are able to act in children's best interests if they have a serious accident as parents have given their written permission for their children to receive treatment. However, children are not fully protected as staff have not yet requested parental written agreement for them to seek medical advice prior to the emergency services arriving.

Children enjoy eating nutritious, balanced meals supplied by the nursery or their parents. Children's dietary needs are met, because staff request information from parents and carers about their children's dietary requirements and allergies. Babies are given the opportunity to enjoy their food and to become independent in feeding themselves. However, there is no domestic furniture to enable staff to cuddle a very young baby while giving feeds. Children are encouraged to eat healthily as healthy meals are prepared on the premises and menus are shared with parents and carers. Children do not become dehydrated as drinks are made freely available on request during the day.

Children have daily opportunities to enable them to experience physical activities and to develop their skills. Staff plan a range of activities to enable children to develop their confidence and to challenge them on a variety of equipment. Children enjoy daily outdoor physical activities and show great enthusiasm when invited to play

outdoors. They can practise and refine their skills when using the small climbing frame for balancing and climbing. They enjoy developing their fine motor skills with some exciting activities, such as planting seeds and manipulating play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to clean and well-maintained play equipment and resources to make their time at the nursery safe and enjoyable. They can freely select from a range of toys and equipment meeting their developmental needs and safety standards.

The base rooms are brightly decorated and children's work and posters are displayed to create welcoming environments for them. However, the dignity and privacy of children are not always respected when using the toilet facilities as the cubicles are not fitted with individual doors.

Children are cared for in a generally safe environment. Staff are vigilant about children's security and recognise the dangers of allowing unknown persons to enter the main part of the premises. There are satisfactory procedures to minimise the risks of accidental injury to children, with staff undertaking both visual and written risk assessments to safeguard them from some potential hazards. Steps have been taken to minimise some hazards when children play both inside or outside. Indoor safety gates prevent children going into areas unsupervised and the outside area is securely fenced and the main gate bolted. However, insufficient steps have been taken to minimise all risks to children as radiator controls are at children's eye level and the open door leading into the garden cannot be securely fastened back to prevent trapped fingers.

Children know and comply with safety routines, such as not running in the premises. They are beginning to understand the reasons for safety rules, such as not climbing on chairs to look out of windows. Children regularly practise fire drills to ensure their safety by knowing what to do if smoke alarms sound.

Children are safeguarded by staff being aware of the need to ensure that they are only collected by authorised persons. There is a named person responsible for ensuring that any child protection concerns are dealt with promptly and sensitively. However, the child protection statement does not reflect current Government guidance or include the various agencies' contact details to fully protect children if staff have any concerns regarding their welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children new to the setting are helped to settle by staff being sensitive to their individual needs. Children demonstrate good levels of confidence and are beginning to develop friendly relationships with their peers and the staff team. They can freely

choose from the activities on offer and show enthusiasm in their approach to learning new things and practising more familiar skills. Staff are beginning to use observations and records, together with what they already know about a child, to ensure that their individual needs are met. Plans are in place to provide activities and play opportunities to help to develop children's emotional, physical, social and intellectual capabilities. However, children's learning is sometimes being compromised as staff cannot meet each child's individual needs when caring for the full age range of children in one room.

Children aged under three years are becoming confident learners, because they are supported in their play. Staff are beginning to understand and implement the 'Birth to three matters' framework. Children are becoming more skilful communicators as staff encourage their language skills and provide opportunities for them to play and chat together. Children aged under three years enjoy a range of creative activities, with regular opportunities to express themselves, such as through painting and singing.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff are developing their knowledge of the Foundation Stage and are becoming involved in the planning and delivery of the curriculum. They provide an acceptable range of activities linked to all areas of learning. Children acquire new knowledge and skills by completing tasks linked to themes and topics. They are allowed to learn at their own pace by staff providing a good balance between adult and child-led activities. Children are making satisfactory progress in all six areas of learning, because staff ensure the provision of challenge in specific activity plans. However, the short term plans do not always include the learning intention of the activity. Staff are beginning to record children's achievements to plan for their next steps, but such planning does not include the expectations of the learning outcome to challenge and support children to achieve.

Children are building relationships with staff and each other. They can freely choose their activities to enable them to mainly learn through free play. Children enjoy listening to and participating in stories, benefiting from staff taking time to share books with them, such as 'Ten Wiggly Wiggly Caterpillars'. The story reinforces some mathematical concepts, such as children beginning to learn elements of calculation. Children regularly see their names written on their place mats, but there is little expectation that they will 'make their mark' or use emerging writing in play to help them to see the importance of writing. There are no writing tools near the painting easel to enable children to write their names on their pictures.

Children express themselves freely with paint and in making collages. They enjoy music and movement when using musical instruments and singing. Children act out real and imaginary scenarios in the role play area, which is changed regularly to provide them with different experiences reflecting real life situations, such as the potting shed. Children are acquiring new skills, such as making mini pizzas. They are beginning to learn about different shapes, such as circles. They feel and smell a variety of different types of foods, such as sliced and grated cheese, tomatoes, mushrooms, onions and peppers. They are beginning to realise that tools, such as cutters and graters, have useful purposes when making pizzas.

Children are making progress towards the early learning goals and staff are starting to observe their achievements. However, staff are not yet using these observations to plan for children's next steps in learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are beginning to learn about diversity through playing with toys and resources showing people's similarities and differences. They taste foods from different countries and have had opportunities to learn to appreciate and celebrate festivals from other cultures. Children are beginning to learn about the local environment through everyday activities and experiences, such as planting bulbs and observing their growth and discovering what changes happen when ice melts.

Children are valued and respected as individuals. They are becoming aware of their own needs and are beginning to show concern for the needs of others. Staff, parents and carers work together to share information to ensure that children's individual needs are met. Staff are developing their knowledge and understanding of the Code of Practice to enable them to support children with special needs.

Children's spiritual, moral, social and cultural development is fostered. Children are happy and settled in the nursery, demonstrating a sense of trust and belonging, because staff give them confidence and build good relationships with them. Children are able to feel a good sense of belonging, playing with or alongside others, while making choices and decisions. Calm and polite staff provide good role models for children. Children are freely praised to ensure that they are developing confidence and self-esteem, while understanding when they have done well. Older children respond to staff's requests for help to tidy up.

The partnership with parents and carers is satisfactory. They are made to feel welcome and are kept informed about the setting through newsletters and information displayed in the entrance foyer. They are informed about what their children are learning through activity plans displayed on the walls. Children benefit from their parents receiving some policies and procedures, although the complaints procedure requires review to ensure that they are fully informed how to make a complaint. Parents and carers share what they know about their children's achievements and learning by completing an initial child profile to enable staff to be aware of children's interests and development. There are some opportunities for parents to become involved in their children's learning, such as by responding to parental questionnaires. Staff are available to share children's achievements with parents and carers at any time, while parents and carers of children aged under two receive a written account of their child's day. Parents and carers are all happy with the care and education their children receive at the nursery.

Organisation

The organisation is satisfactory.

Children are supported by a caring and mostly qualified staff team, who have all been vetted and cleared. There are clear procedures to protect children from persons who have not been vetted. The nursery opened in 2005 and the Directors are working with staff to ensure that they are aware of their duties and responsibilities. The required documentation for the safe day-to-day management of the nursery is available, although there are no accurate records of the movement of children and staff between base rooms. Some of the required policies and procedures require review to ensure that the operational plan is an effective working tool for the promotion of children's welfare and care.

The day is organised to give children the opportunity to experience a varied range of both inside and outside activities. Staff to child ratios are maintained. However, the base rooms are not being fully used as children aged under two years are spending a great deal of the day with older children. This clearly impacts on the learning of all children attending the nursery. Babies and toddlers are most vulnerable and clearly need extra care and support to meet their developmental needs. However, the nursery has recently employed a staff member specifically to be in charge of the young babies and toddlers to ensure that the nursery meets the individual care and welfare needs of all children.

The leadership and management of the nursery is satisfactory. The Directors have their designated roles and delegate the planning of activities to the Nursery Manager. The manager and staff discuss the daily running of the nursery and curriculum planning. They are beginning to develop a formal system to ensure the effective monitoring of the quality of education being provided. Staff are developing links with other professionals to support children with special needs. They are establishing contact with the Early Years Childcare Partnership to enable them to access further training.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the dignity and privacy of children are respected when using the toilet facilities and provide some domestic style furniture for children aged under two
- assess the risks to children in relation to the radiators and the door leading to the outside play area and take action to minimise these
- ensure that children aged under two are cared for in a separate base room
- continue to develop the operational plan and to review record keeping, policies and procedures to ensure that they meet the revised National Standards and associated guidance.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning and assessment systems to ensure the effective implementation of the stepping stones, including clear learning intentions, in short term planning
- continue to develop the planning cycle to ensure that activities are adapted to challenge and support children to achieve.

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