



Puffins at Newton Road

Inspection report for early years provision

Unique Reference Number	EY300246
Inspection date	12 December 2006
Inspector	Leoarna Mathias
Setting Address	156 Newton Road, Torquay, Devon, TQ2 7AQ
Telephone number	01803 612446
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Registered person	Puffins of Exeter 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

First registered in 2002, Puffins at Newton Road operates from a converted semi-detached house on the outskirts of Torquay, in Devon. It is part of the Puffins of Exeter group of childcare centres. The accommodation is organised into a self-contained baby unit at the rear of the building, toddler rooms on the ground floor and the three to four-year-olds accommodated on the first floor. There are secure, grassed and equipped gardens to the rear of the house.

The nursery is open from 07.30 until 18.30 Monday to Friday all year round. At present there are 52 children enrolled, 17 of whom are in receipt of nursery education funding. Children with special educational needs or English as an additional language can be supported.

A permanent staff of 10 support the provision, all of whom hold an appropriate early years qualification. The nursery receives support from the Local Authority, and is a member of the

National Day Nurseries Association. The nursery has completed the Parent's Involvement in Children's Learning quality assurance programme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have very good opportunities to develop an appreciation of what it means to be healthy. They access a healthy range of snack items and eat nutritious home cooked food for lunch each day. Parents are further supported in ensuring their children eat well, as they can purchase healthy snacks and meals for home use. Drinks are readily available throughout the day, and children with special dietary requirements have their needs particularly well known and met by staff. Children are given very consistent encouragement in hand washing, and are becoming increasingly independent in their self care when toileting and so forth. They also learn about the benefits of eating well and exercising through a planned range of interesting activities. Children also access regular outside play, taking part in a wide range of games and exercises that promote the development of their physical skills. The development of their manipulative skills is also well supported by adults, who allow children to practise and consolidate their learning in this area regularly. Hygiene levels throughout the nursery and including the kitchen areas are high, and procedures for nappy changing minimise the risk of infection successfully. Legally required documentation systems that record and monitor children's health needs, accidents and the administration of medicines work efficiently to ensure that parents are always aware of any issues in relation to their child.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment where their safety is of paramount concern to staff. Children are encouraged to learn about how to keep themselves out of harm, through learning about topics such as road safety. Nursery staff have recently worked hard to improve the physical environment of the nursery, and the setting manager makes good use of outside professionals to ensure best practice is being followed. As a result, risk assessment systems are now working well to minimise hazards to children. Staff also respond promptly to risks as they arise, such as spilled water. Fire drills are completed termly, and are recorded and evaluated, and fire safety equipment is regularly checked. Access to the provision is closely monitored, and visitors are consistently recorded. Staff have a proactive attitude to their child protection responsibilities, and incident records show they apply child protection procedures appropriately. As a result, children's welfare while they attend the setting is effectively promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Strong relationships between children and staff are very much in evidence. They are warmly welcomed on arrival, and encouraged to settle quickly into activities. High ratios of staff to children ensure that all children receive high levels of individual and small group support for

their play and learning, and staff working with younger children have successfully integrated the Birth to three matters framework into their practice, enabling children to receive meaningful support for all aspects of their development.

Nursery Education

The quality of teaching and learning is good. Children are encouraged to exercise their own initiative throughout the session, and they respond well to the choices offered to them. They concentrate well on self chosen and adult led tasks, and enjoy making contributions to group discussions at circle times. Adults readily praise the children for their achievements, and as a result, children's self esteem is developing well. Children are sometimes involved in planning their own learning, for example, by deciding which props to use during a story telling activity. Children use good manners with very little prompting, and take pride in achieving rewards for the group using the good behaviour management system. They are developing an awareness of the needs of others through taking part in activities that encourage these skills, and show kindness and consideration towards their friends.

Children are making good progress towards the early learning goals in all six areas of learning. They are confident conversationalists who put their growing vocabularies to use through their activities. They have opportunities to learn other languages, such as French and Makaton, and this further supports their understanding of difference and diversity in our society. Children are regularly encouraged to recognise sounds and letters, and are increasingly able to identify their own names and other simple words in print. Books are used regularly in their learning, and opportunities to use writing materials, and to be supported in the development of their handwriting, are frequent. Children participate in many activities that promote their counting skills and their understanding of number, so they respond well to incidental questioning for staff, such as 'how many plates are needed at snack time?'. Children learn about the world around them through an interesting range of activities, and are able to make comments about the places they have seen and other natural features, such as the changing weather. They regularly access information technology with adult support, and are developing an accurate sense of time through daily teaching using the calendar and clock. Planned sessions that promote further their awareness of other cultures focus on meaningful activities such as food tasting and story telling. There are plentiful resources to promote children's designing and making skills, and children enjoy completing puzzles and using construction toys. When participating in craft activities, children's own ideas and skills are valued by staff, and as a result, children express their own ideas through their work to the full. They participate in regular music making and singing, and exercise their imaginations well when using role play and dressing up resources.

Practitioners working with Foundation Stage age children have a secure knowledge of the curriculum. They readily engage children in learning activities, and make good use of questions that encourage children to think. The integration of the schema system allows staff to become very familiar with each child's learning style, and key working systems also work well to ensure children nevertheless access a broad range of activities. However, systems for observing and assessing children's progress have been much improved of late, but staff acknowledge that there are some delays in linking observations to future planning for children, which places some modest limits on staff's capacity to be at all times aware of each child's level of achievement.

Nevertheless, space, time and resources are well used to ensure children access as much adult support for their learning as possible. Staff praise and encourage children appropriately, and are consistent in their use of the effective behaviour management system.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. They are given many opportunities to develop an awareness of difference and diversity in our society through activities and resources, such as a visit from a guide dog user. The key working and schema systems ensure that every child has his or her needs well known to at least one member of staff, and children are given every opportunity to give of their best through positive behaviour management systems that are consistently applied. Children with special educational needs are given ample support by a confident practitioner who works closely with other staff members, parents and outside agencies to ensure children access the most appropriate support for their needs.

The partnership with parents is good. A system of home visits and an open door approach to settling in give parents full opportunities to build relationships with their child's key worker. This ensures a good flow of information between parent and staff member, and this is further underpinned through the daily use of home-setting books. Notice boards do not yet give as full a range of information about the work of the group as they might, however, parents do receive a prospectus and handbook when they first join the nursery. Similarly, some children's progress records are not fully up to date, but they are accessible at all times, as is their child's key worker for discussion about progress. The nursery has undertaken the Parent's Involvement in Children's Learning quality assurance programme, and plans to update their practice in order to continue to meet the standards the scheme requires.

Organisation

The organisation is good.

The nursery meets the needs of the range of children for whom it provides. High ratios of staff to children ensure that throughout the nursery children receive good quality support for their development and learning, and are closely supervised at all times. Staff are appropriately vetted and inducted, and receive good support for accessing training through appraisal and peer observation systems. Documentation systems, such as registers, children's registration forms, policies and procedures are all in good order, and are regularly reviewed to check continued compliance with the requirements of the National Standards.

The leadership and management is good. The nursery manager is highly motivated and proactive in bringing about purposeful improvements to the way in which the nursery operates. She works hard at valuing the staff team, who are in turn, enthusiastic and positive about their team ethos. She also receives good levels of support from the senior management of the group to which the nursery belongs, and uses self evaluation as a tool for monitoring the nursery's progress on a month by month basis. As a result, staff are increasingly able to identify and act upon areas for improvement, which in turns brings benefits to the children in their care.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- improve parents access to written information about the running of group and their child's progress

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 staff's use of planning and observation systems so that both staff and parents are able to access up to date information about children's progress

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk