



Poulton Penguins Nursery

Inspection report for early years provision

Unique Reference Number	EY313682
Inspection date	25 January 2006
Inspector	Sheila May Price
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Registered person	Poulton Penguins Ltd
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?

Poulton Penguins Nursery is run by Poulton Penguins Ltd who registered in 2005 as the new owners of the former committee run Pre-school operating on the site. The nursery serves the local community and operates from Poulton Lancelyn Primary School in Spital where it has its own self contained facilities including two playrooms and a fully enclosed area for outdoor play.

The nursery is registered to care for a maximum of 50 children at any one time. Children are admitted from 2 years 6 months and stay until ready to start school. Opening times are from 09.00 to 15.30 weekdays and term time only. Children may attend a combination of half day and full day sessions, with or without lunch. There are currently 79 children on roll of whom 55 receive funded nursery education. The provision caters for children who have special needs and who speak English as their second language. There are 9 staff of whom 7 have relevant

childcare qualifications. The setting receives support from the Sure Start early years advisory team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All children enjoy regular physical exercise both indoors and out to support a healthy life style. Funded children make good progress in their physical development from the well organised programme of activities. They learn to move safely exploring the space around them during musical games. They gain strength and control as they move in different ways over the raised mound outside. Some expertly walk on stilts gaining good balance and co-ordination. Younger children enjoy climbing up the climbing frame and down the slide exploring the boundaries of what they can do both with and without assistance, gaining confidence in their abilities.

Children learn how their bodies work because this is explained well to them. They know when they are thirsty and ask for drinks. Older children listen to their hearts beating before and after exercise so they understand why it is important to be active. They appreciate how important it is to eat healthily through the healthy eating programme and when staff explain that milk makes your bones grow stronger. Parents who provide lunches are given advice about providing children with healthy choices and the school meals provided offer a balanced and nutritious diet.

Children develop a good understanding about health and hygiene through following the well established procedures for their health and safety. There are pictures and notices in the toilets reminding children to wash their hands. Children are used to the hand washing routines before snack time and can tell you they are washing off the germs. They put tissues in the bin after wiping their noses. Staff explain hygiene to younger children such as needing to get another bread stick because the one that fell on the floor is now dirty.

There are good routines to ensure that rooms, toys and utensils are always kept clean. Some staff have food hygiene training and all know the procedures for safe preparation of snacks. There are suitable procedures for dealing with accidents and emergencies and for making children comfortable should they fall ill. Staff are all trained to administer specific medication for a child in their care. Careful note is taken of children who have food allergies so these products are avoided.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in a secure and welcoming environment. There is good security at the door and procedures to ensure children do not slip out during times of arrival and departure. Children enter into rooms which are spacious, generally well laid out for their safety, and cheerfully decorated with displays. Equipment and furniture are of good quality and suited to children's differing needs and capabilities.

Children have scope to be adventurous but within safe parameters such as when they experiment with different ways of moving up and over the climbing equipment while also learning to watch out for what others are doing. Children stay safe because staff have a good understanding of safety procedures and are vigilant. Staff take individual responsibility for safety in their rooms, keeping floors clear of tripping and slipping hazards. All areas and activities are fully covered by risk assessments and staff review this when there are changes. Fire safety arrangements are good. Regular fire practices are carried out with speed of evacuation recorded and any points to be learnt for future reference.

All staff contribute to keeping children protected because they are fully conversant with the principles of the safeguarding policy through the induction procedure, well written policy documents and child protection training. Information is displayed for both staff and parents to refer to for procedures to follow should they have a concern a child may be at risk.

Helping children achieve well and enjoy what they do

The provision is good.

New children settle well because staff quickly establish trusting relationships with them and their parents. All children are helped to explore emotional boundaries by talking about what makes them happy and sad. Their likes and dislikes are taken into account by the staff and they are gradually encouraged to try new things. Staff acknowledge what children say and praise them for achievements which fosters their self esteem.

Children aged under 3 have a wonderful time playing creatively with a huge cardboard box which they make into a den and cover with a piece of carpet for a roof. There are squeals of excitement and delight as they explore the darkness inside and try to see how many can squeeze in. Other young children enjoy feeling the texture of dry porridge oats as they sprinkle it over glue and watch with fascination when the paper is held up to reveal a pattern where the oats have stuck and watch the rest fall away. Through this activity they are exploring materials and glue in a way which is fun and creative. All children are eager to communicate because they are encouraged so well by the friendly and interested staff and there is a lively and busy atmosphere in both rooms where all children are happily engaged in relevant hands-on activities.

Nursery education

The quality of teaching and learning is good. Planning is very thorough and regularly reviewed to ensure that all aspects of the curriculum are well covered and revisited so children make good progress in all areas of learning. Activities are firmly grounded in first hand experiences from which children gain delight in their own achievements and are eager to participate. Staff use their time well to support children's learning during a balance of adult and child led activities in large and small groups where the learning aim and staff role is clearly identified. Staff set up well resourced areas such as the role play corner where children act out the story of the three bears. There are different rooms for the younger and older children allowing for age and ability differences to be acknowledged in resources and planning but keeping overall continuity and flexibility in how they are used.

Most staff make good observations of what children are learning, question children well to find out what they know, and intervene where appropriate in children's play to encourage children to think and solve problems or to further their interest in the activity. Staff do not always confidently follow the direction being led by the children in their self chosen play, to extend their learning in ways not initially planned for. This would make learning truly dynamic and keep it evolving from children's interests. Assessments are carried out by key workers but with all contributing their observations. These are used effectively to identify both next steps for the individual and to review any overall gaps in teaching. Most staff are able to set children different challenges as they play, according to their various stages of progression along the stepping stones.

Children are eager to take part in the many activities that require working with others, thinking and negotiating. They co-operate well as they construct vehicles and make train tracks together. When staff draw weather symbols on the board the children spontaneously ask for a sad face to be drawn on the cloud and a happy face on the sun making their own creative contribution. As words are scribed for the children they call out the sound for the initial letter and think of other words that start with the same, developing their knowledge of letters and sounds. All confidently select their own name at self registration and start to write their names to label pictures linking reading to writing. Children who chose books to look at together, confidently turn the pages and follow the story sequence in pictures, developing early reading skills.

Children are imaginative and creative in their play through which they also develop a good range of other skills and knowledge with the support of staff. Those dressed as bears in the house serving porridge calculate how many plates they need and confidently count out three plates, one for each, developing mathematical skills. They make comparisons about size as they talk about being the big, little and middle sized bears. Children act out their different roles in the story remembering the story sequence and developing their communication skills.

During the craft activity those children who are able to do so are encouraged to draw their own bear mask shape and cut it out themselves so they learn to design and make their own masks and handle scissors well. Staff find ways to coax other children who are at first reluctant to have a try cutting by helping them snip into the card creating a fringe pattern. A child painting a brown bear paints his hands to make prints and then claws in the air making growling noises developing his own creative responses.

Children learn to explore different textures using their senses while making and tasting real porridge. They play regularly with both wet and dry sand using sieves, wheels, moulds and containers to discover how the properties of materials change. The children enjoy discovering about their environment, the weather and the seasons because they can explore the outdoors where they feel the wind blowing, splash in puddles and experience the warm sunshine.

Helping children make a positive contribution

The provision is good.

Children are developing confidence in their capabilities because they are involved in making decisions and choices. They contribute to the care of themselves and their environment by learning to hang up their coats, put away toys and help to give out plates and snacks. Staff

help children learn how to give and take and allow them time to settle disputes through negotiation before interceding so that they develop this important social skill. Children as a consequence mostly behave well for their age and understanding. Staff do not always remind children of social conventions such as how to ask for things politely and when in a large group show children how their behaviour is affecting others if they get too noisy or boisterous.

Social, moral, spiritual and cultural development is fostered. Children begin to understand about their similarities and differences through topics such as 'ourselves' and talking about things they like and dislike to help them appreciate the many ways people may be different or the same. There are sufficient resources to present positive images of gender, culture, ethnicity and disability but their display and regular use is not thoroughly planned. Children celebrate special events in their lives such as their birthdays and begin to appreciate the customs and beliefs of others through activities relating to different festivals throughout the year.

There is good co-operation with parents and health agencies to meet children's individual health care needs and to ensure children with English as their second language settle well. Staff use the Wirral Assessment Profile effectively to monitor progress and identify next steps. Staff are beginning to access training to further their knowledge of different disabilities and the provider is looking at how resources could be improved to support the disability access programme.

Partnership with parents is good. Parents are given comprehensive information about the operational plan and the educational provision in the prospectus. At admissions parents are encouraged to share as much information as they can about their child to help with the settling in process. They are able to chat informally to staff either at the beginning or end of the session. They are encouraged to participate in children's learning through an 'activities at home' sheet, a half termly newsletter, and the list in the foyer of the week's activities. There are parents meetings to share the record of progress and samples of the child's work. Parents are informed how to make a complaint or a compliment and any concerns they may have about the welfare of their child are taken very seriously.

Organisation

The organisation is good.

All staff are checked for suitability through a thoroughly executed appointments and vetting process to safeguard children. Children receive good care and nursery education because there is a substantial number of qualified and experienced staff who pool their joint knowledge and skills well for the children's overall benefit. The provision is well organised with very clear management of numbers and ratios to meet individual needs. A good induction process requiring staff to familiarise themselves with all the policies and procedures while receiving overall supervision from the provider helps new staff quickly fit in and make a full contribution to the running of the provision within a short period of time. This ensures children continue to be looked after well during times of transition.

Leadership and management is good. The very experienced owner provides strong leadership. Both herself and the person in day to day charge have a good understanding of the Foundation Stage and the deputy takes the lead with Birth to three matters which enables them to

successfully oversee the work of others. There is good team work underpinning the effective delivery of the educational programme for the funded children and the framework of activities for the younger children. Staff regularly meet to review their planning and children's progress. Some are working towards higher qualifications and all have opportunities to attend training workshops. The owner monitors the provision through observations and discussions with staff. She is beginning to identify areas of practice which can be further developed and to link this to a future staff development plan.

Overall the provision meets the needs of the range of children for whom it provides for.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made 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):

- further develop good practice in equal opportunities and provision for inclusion by reviewing resources and the ways in which policies are put into practice

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 monitoring systems to check how effectively all staff challenge children and set high enough expectations based on their knowledge of children's capabilities.

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