

# Pippins Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	205228
<b>Inspection date</b>	04 July 2007
<b>Inspector</b>	Saida Cummings
<b>Setting Address</b>	Hanbury Village Hall, Hanbury Road, Hanbury, Bromsgrove, Worcestershire, B60 4BY
<b>Telephone number</b>	01527 821 871
<b>E-mail</b>	
<b>Registered person</b>	Pippins Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Pippins Nursery is managed by a voluntary committee made up of parents and carers of children at the setting. The nursery opened in 1992 and operates from two rooms in the village hall in Hanbury, between Droitwich and Bromsgrove. All children share access to a secure enclosed outdoor play area. A maximum of 26 children may attend at any one time. Children from the age of 2 years, nine months to under five years of age attend the setting. The nursery serves the local and surrounding areas. The setting is open four days per week during term time. Sessions are from 09:15 to 14:30 on Mondays and Wednesdays, and from 09:15 to 12:15 on Tuesdays and Fridays.

There are currently 26 children aged from three to under five years on roll. Of these, 22 children receive funding for early education. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The setting employs four members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority and the Pre-School Learning Alliance (PLA).

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children benefit from daily opportunities to exercise and experience outdoor activities. They confidently use various play equipment to help them balance, climb, slide and pedal. Younger children are also able to develop their physical skills as activities are adapted accordingly and age-appropriate equipment and apparatus is available. Children are able to take part in outdoor activities in all weathers as they bring their own outdoor wear. An example of this is when they put their own rain coats and wellington boots on so that they experience playing in the rain. They all enthusiastically join in with cleaning the outdoor wheeled toys and climbing apparatus as part of the 'People who help us at home' topic. Children also have many opportunities to take part in local outings discovering their surrounding area. For example, they enjoy going on local walks as part of their activity plans, taking time to look at the various interesting plants and animals. They excitedly join in with making observations about the horse in the field, discussing what colour he is and what he likes to eat and drink. Children are learning to gain control of their bodies and move confidently around the setting. They take part in planned and spontaneous indoor physical activities, such as music and dance, P.E. sessions and circle games. They also have opportunities to take part in specifically organised physical activities when outside agencies visit the setting. For example, they take part in weekly 'Mini Sports' sessions when a coach helps them to develop their physical skills, such as running, jumping, throwing and catching.

Children are cared for in clean and welcoming premises as staff follow good hygiene procedures. The premises and equipment are maintained to a high standard of cleanliness. Children are beginning to develop self-care skills during daily hygiene routines including washing their hands after outdoor play, toileting and before meals. There are appropriate procedures in place for dealing with any accidents, administering medication if requested and initially gathering information from parents and carers concerning individual children's health needs. The risk of infection to children is reduced as parents and carers are made aware of the guidelines followed and children are not cared for if they have an infectious illness. Children' independence is encouraged throughout the session, such as independently visiting the toilet, helping themselves to their labelled water bottles and buttering their toast during snack times.

Children enjoy a well-balanced variety of snacks consisting of wholemeal toast and various fresh fruit. Older children bring their own packed lunches which contain healthy and nutritious food as parents and carers are made aware of the types of food to provide for their children. Children enjoy well-organised snack and mealtimes where they sit in appropriate groups and use these opportunities to build on their socialising skills. They enthusiastically join in with conversations about the food they like and which food keeps them healthy and makes them grow.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is assured as staff follow appropriate procedures for regularly completing risk assessments to ensure hazards to children are minimised. Furniture and equipment are set out to enable children to move freely and safely. Children take part in regular fire evacuation drills which makes them aware of the procedures to follow in an emergency. They recently enjoyed

a visit from the local fire department which helped them to understand the dangers of fire and how to keep themselves safe.

Children have access to safe, clean and age-appropriate play equipment and resources. Staff follow appropriate procedures to ensure all equipment is regularly cleaned and checked for safety. Children are constantly supervised and taught safety as part of their everyday activities. This includes daily discussions concerning safety rules, such as not running indoors and to sit properly on chairs and mats. Children are also made aware of safety when outdoors. For example, discussions are held about safety before setting off on local walks and children follow adults' instructions, such as to hold hands and to stay on the side verge when cars approach.

Children are kept safe as staff follow appropriate procedures when they are dropped off and collected. The front door is kept locked and all visitors, children, parents and carers are greeted by staff. Children's welfare is safeguarded because staff have a good understanding of child protection procedures. Some of the staff have completed appropriate child protection training and they are all aware of the Local Safeguarding Children Board guidelines. They are also aware of the child protection policy and the procedures to follow should there be any concerns. However, the written policy needs reviewing to ensure this clearly identifies the procedures to follow should an allegation be made against a staff member or volunteer. Consequently, this potentially compromises children's safety and well-being.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident, happy and building up their self-esteem. They have access to a broad range of appropriate activities which link into topical work and themes. Children benefit from the way the resources and equipment are organised which helps them to gain relevant experiences and to join in with all the available activities. They are able to self-select from a wide variety of age-appropriate play equipment and resources. They are able to choose from either the planned activities or instigate different types of play. Children socialise well, are busy and engage in purposeful activities throughout the sessions. They enthusiastically join in with meaningful play opportunities that support and develop their social, physical, intellectual and emotional development. Young children have opportunities to socialise with older children as staff plan and adapt activities that enable all the children to be involved. The staff are starting to use the 'Birth to three matters' framework to plan appropriate activities for this age group which ensures they have opportunities to develop and build on their knowledge and skills. Planned activities are adapted accordingly depending on children's abilities and stages of development. However, the organisation of the activities for the younger children needs further development to ensure there is a consistent approach and that their individual needs are fully met.

### **Nursery Education.**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. They enjoy an interesting and varied selection of planned activities that are related to the current topics and cover all aspects of the six areas of learning. Children are well supported and grouped appropriately which enables the older children to work in small groups on specific activities. Children have regular opportunities to investigate, explore and use their senses. For example, as part of this week's identified colour and number they collect ten brown items during their local walk. They enthusiastically hunt for brown items, such as dried leaves and wild flower heads, twigs and small pebbles. Once they have collected these

items in their buckets they are then helped to count them out and show a sense of achievement when they have reached ten items. Staff also take these opportunities to point out other living things and children watch with wonder as a brown butterfly flutters around them. Children regularly take part in art and craft activities and enjoy creating their own paintings, drawings and collages. A specific colour is also incorporated in the weekly planning to encourage children to recognise the different colours. Children use their imagination during role-play using a variety of appropriate play equipment. They are able to make links in their learning as they use the different areas to extend on the current topics. For example, as part of the 'People who help us at home' topic they use the kitchen role-play equipment to wash up 'pots and cutlery'.

Children's personal, social and emotional development is good as children have many opportunities to develop positive attitudes and dispositions towards their learning. They know the day-to-day routines of the setting and staff help them to build their confidence as they give them specific tasks to carry out. For example, individual children are chosen to help dish out the plates and cups during snack times. They are independent as they are able to choose the activities they wish to take part in and enjoy carrying out tasks for themselves. Children have opportunities to use information and communication technology as part of their everyday play. They confidently use programmable toys, for instance when using the play telephones and tills during role-play. Communication, language and literacy are well developed. Staff use effective strategies to support children's use of language for communication. Children have many opportunities to hold meaningful discussions and are good at communicating and giving their opinions. Children are beginning to learn letter sounds and to recognise familiar letters and words. They enjoy joining in with story time and staff give good explanations when they ask questions about the different characters and parts of the stories. Children also use the well-resourced book corner to spontaneously access a variety of interesting books for their own enjoyment. They have many opportunities to build on their hand-eye co-ordination and develop their writing skills. They are able to make marks as part of their everyday play as appropriate writing materials are made easily accessible.

Children are developing their number and problem solving skills as staff encourage children to use mathematics during everyday routines. For example, during snack time children count the number of children and then count out the number of plates and cups they need. They are encouraged to recognise different shapes during art and craft activities when using shaped paper. Children are also developing their understanding of counting and using mathematics through fun activities. For example, they all join in with the music and rhyme sessions when they are encouraged to count the number of 'green bottles' left 'hanging on the wall'. This is further extended when they are shown each green bottle with a number and they have to identify which is the next one in line and then help to position the bottles in the right order. Children's physical development is well fostered. They handle small equipment, such as scissors, glue sticks and paint brushes with confidence. They have opportunities to develop their concentration during planned and spontaneous activities, such as cutting and sticking, crayoning, manipulating play dough and building construction equipment.

Staff are aware of how young children learn and incorporate this into the sessions, using effective questioning and ensuring they supervise the children without inhibiting their ideas and imagination. Children's behaviour is well-managed as staff hold appropriate discussions to encourage them to play safely, think about their actions and to be kind to one another. As a result, children are generally well behaved which enables them to progress as there is a positive learning environment. Staff are aware of children's starting points as these are fully discussed with parents and carers when children first join the setting. This enables staff to set achievable targets for each child to ensure they are sufficiently challenged. Staff plan interesting activities

and make good use of the available resources to motivate children and to help them try new experiences. There are systems in place for evaluating activities, observing, monitoring and recording children's achievements. Staff set informal targets for each child to progress or to challenge them in specific skills. However, the activity evaluations do not clearly show if the objectives for children's outcomes are met and are not effectively used to assist with further planning. Children's assessments are not effectively used to plan for individual children to move on to the next stage.

### **Helping children make a positive contribution**

The provision is good.

Children are encouraged to be involved and staff ensure all children are included. There is an effective equal opportunities policy in place which is implemented by all staff. There are appropriate procedures in place for caring for any children with disabilities and/or learning difficulties. Staff support children with any specific needs and there are effective systems in place which enable them to implement individual learning plans for children. There are good procedures for working with parents, carers and outside agencies which ensures any children with specific needs are able to progress at their own pace and reach their full potential. There is also an effective procedure for working with any children who speak English as an additional language. Children have access to a good range of resources to promote their awareness of diversity and take part in several planned activities to help them understand their own and other cultures and beliefs, such as celebrating festivals through a variety of fun activities. An example of this is when the children use musical instruments and take part in a 'Dragon Dance' to celebrate the Chinese New Year.

Children know each other well and form harmonious relationships. They hold meaningful discussions in small groups and include each other in spontaneous play. Children understand what is expected of them as staff regularly hold discussions concerning safety rules and behaviour. These are included during circle-time when children are able to look at the displayed pictures which encourage positive behaviour, such as 'good listening', 'good sitting' and 'good walking'. Children work and play well together, taking turns and sharing, such as taking turns to use the large sponges when washing the outdoor play equipment. Any behavioural issues are dealt with appropriately and sensitively. Staff are good role models and encourage children's positive behaviour to ensure there is a consistent approach. Children are initially settled in on a gradual basis which is fully planned with the parents and carers to ensure enough time is allowed. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of funded children is good. Children benefit from the good relationship between their parents or carers and the staff. This enables children to settle into the setting and develop a sense of belonging. Parents and carers are provided with good quality information about the setting which includes information about nursery education and how children work through the Foundation Stage curriculum. They are kept well informed of what their children do and their achievements through daily discussions which include any domestic routines and the activities the children have enjoyed taking part in. Parents and carers are made aware of who the keyworker staff member is for their child and they have daily opportunities to discuss any issues and how their children have spent their day.

There are good links between home and the setting to extend and involve parents and carers in their children's learning and experiences. These include parents and carers helping their children to collect items to bring in for either topical work or 'show and tell' sessions. Staff are aware of the importance of involving parents and carers in the life of the setting and their

children's development. They are invited to join the committee, work in the setting as a volunteer and take part in specific sessions. For example, one of the parents took a violin to the setting for children to try playing. This helped children to experiment with the different sounds they could produce when trying to play a violin.

## **Organisation**

The organisation is good.

Children's care, learning and play are well supported by the good organisation. They are cared for in a well-organised environment and the premises are bright and welcoming. Their work is colourfully displayed throughout the setting. The management and staff work together to ensure the organisation and procedures are regularly reviewed with improvements made as required. There are good systems in place for keeping all of the required records. Parents and carers are supplied with good quality information about the organisation of the setting and how the children are cared for. They are kept fully informed of the setting's events through regular newsletters and notices. They are also made aware of the fully detailed written complaints procedure to ensure they know how to make a complaint. Appropriate recruitment and vetting procedures are in place which ensure children are well protected and cared for by staff with knowledge and understanding of child development. The service is regularly reviewed as parents' and carers' views and suggestions are taken on board and whenever possible changes are made to accommodate any requests.

Staff are enthusiastic and create a learning environment which stimulates and motivates children. They are committed to improving their knowledge and understanding and enjoy attending various training events. Children benefit from staff's development as any new procedures or good practice are implemented into the care provided. Children's individual care needs are met as their detailed information is held in the area they are cared for and their key worker staff have access to these at all times. Staff plan appropriate activities for the different age groups according to their abilities and stages of development. The grouping of the children is organised to ensure their individual needs are met and contributes to children's good health, safety, enjoyment, achievements and their ability to take an active part in the setting. However, although staff have started using the 'Birth to three matters' framework to plan some activities for the younger children, the organisation of these activities need further development to ensure the needs of children aged under three are fully met.

Leadership and management for nursery education are good. The effectiveness of monitoring and evaluating the provision for nursery education is good. These are linked to the 'stepping stones' to ensure all areas of learning are covered. The nursery manager and committee have clear aims for the setting and are committed to evolving and developing the provision. The staff are very keen and enthusiastic and have clear roles and responsibilities. The older children benefit from the effectiveness of the planning of appropriate activities. The written plans cover the main focus activity and link into the other free play activities made available during each session. The organisation of sessions are timetabled to ensure children receive a balanced nursery education curriculum.

The management and staff work well with external agencies such as the local authority. They have good links with the local carer and toddler group which operates from the same premises. This ensures new children, parents and carers have opportunities to get to know the nursery staff and become familiar with the environment. As a result, children are helped to make a smooth transition to the setting once they are ready to start attending. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection several actions were agreed to: ensure procedures are in place for informing Ofsted of relevant changes; develop the systems and procedures for dealing with accidents and the administration of medication; improve the hand washing facilities; develop staff's awareness and understanding of effective ways to manage children's behaviour. Two recommendations were also agreed to ensure that children's actual arrival and departure times are recorded and to provide appropriate resources and activities to promote children's awareness of diversity.

Appropriate procedures are now in place to ensure Ofsted are always informed of relevant changes and any significant events. The committee have devised written details which would be passed on to new committee officers to ensure they are made fully aware of the required procedure. The policies and procedures have been developed for recording accidents and for administering medication. Any accidents are fully recorded with relevant details and parents or carers are requested to sign the entries to acknowledge being informed. Appropriate procedures are now in place for administering any medication if requested. This includes obtaining written consents from parents or carers and staff keep appropriate records when the medication is administered.

Appropriate hand washing facilities are now available and children are able to visit the toilet independently. They are encouraged to wash their hands after outdoor play, toileting and before eating. Staff oversee the children and check they have washed their hands. Staff have undertaken appropriate behavioural management training to develop their awareness and understanding of effective ways to manage children's behaviour. There are effective strategies in place for managing children's behaviour which include making them understand right from wrong and holding discussions concerning safety.

The registration system has been developed to ensure children's actual arrival and departure times are recorded if this differs from the normal session times. All staff are made aware of this procedure to ensure consistency is practised. Children now have access to an appropriate range of activities and resources to promote their awareness of diversity. This includes appropriate play equipment and use of relevant posters showing positive images which are displayed at children's levels. Children take part in several activities to promote their awareness of diversity as this is included in the activity plans. These include carrying out specific activities to promote awareness of their own and other culture's festivals. For example, as part of the American Independence Day, children enjoy buttering bagels for their snack, making popcorn and painting the American flag.

As a result of these improvements the risk to children is minimised and the staff and committee are very aware of health and safety issues. Children know what is expected of them and are generally well behaved. Their awareness of diversity is well promoted and they are developing a good understanding of the wider world. Consequently, children's health, safety and well-being is assured.

### **Nursery Education:**

At the last Nursery Education inspection two key issues were agreed to: extend children's learning through all activities and provide opportunities for older children to fully achieve their potential; and help all children to respond to the boundaries of behaviour.



All activities are appropriately planned which are adapted accordingly to ensure these meet children's individual needs. There are effective procedures in place for staff to observe, monitor and assess all the children. A keyworker system has been developed which ensures individual children's progress and achievements are monitored by a specific staff member. This enables staff to assess each individual child and to set achievable targets for either assisting them with developing specific skills or challenging them further. However, the procedures for using children's observations for planning for their next stages needs further development. A further recommendation was agreed. Effective strategies are in place to ensure children are made aware of the boundaries and behaviour rules. These are in the form of appropriate pictures which encourage children's behaviour, such as 'good listening', 'good sitting' and 'good walking'. Staff discuss these rules with the children during circle-time and before high risk activities, such as when going on local outings. Staff ask appropriate questions to ensure children understand what is expected of them and to encourage children to think about their actions and have consideration for others.

As a result of these improvements children are able to take part in appropriate activities which enables them to progress at their own pace. The older children have many opportunities to extend their learning and to fully achieve their potential. Children's behaviour has improved as they are assisted by staff to respond to the boundaries of behaviour which encourages them to develop self-discipline and consideration for others. Consequently, children are progressing in their learning and there is a positive learning environment.

### **Complaints since the last inspection**

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

Since the last inspection 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 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 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):

- develop the child protection policy to ensure this clearly details the procedures to follow should an allegation be made against a staff member or volunteer and make sure staff, parents and carers are made aware of it

- develop the planning of activities for the younger children further to ensure individual needs are fully met for children aged under three years.

### **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):

- use the activity evaluations and children's assessments more effectively to enable all individual children to progress and be sufficiently challenged.

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](http://www.ofsted.gov.uk)