

Penguin Day Care Nursery

Inspection report for early years provision

Unique Reference Number	509979
Inspection date	04 March 2008
Inspector	Jackie Phillips
Setting Address	28 Newland Park, Hull, North Humberside, HU5 2DW
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Registered person	Penguin UK Ltd Nursery
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?

Penguin Day Care Nursery is a well established, full day care setting and has been under the current private ownership and registration since 1999. It operates within four rooms on the ground floor and three rooms to the first floor of an ex-residential property in Hull. There is an enclosed outdoor area for children's physical play opportunities.

The provision opens 51 weeks a year, with a week's closure between Christmas and the New Year. Registration is for a maximum of 86 children under the age of eight years. Older children attend the out of school club. Currently there are 107 children on roll. Of these, the majority are under eight years and three are over eight years of age. Times of operation are between 08.00 and 18.00, with children attending for a variety of sessions. The nursery has 36 children who are in receipt of funded nursery education. The setting welcomes and supports children with additional learning needs and 10 children who use English as a second language.

There are 18 staff employed at the provision. The majority hold a recognised early years qualification. The nursery is working towards the Steps to Quality assurance scheme. It is a

member of a number of local and national groups, including the Pre-School Learning Alliance and the National Day Nurseries Association. Children have fish as nursery pets.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is well supported by having access to the setting's large, leafy, enclosed outdoor area. Well established trees and bushes, hanging mobiles and bird feeders, picnic tables and a varied range of outdoor equipment make the garden interesting for children. They are presented with challenge to manipulate their bodies in different ways as they use resources such as a slide, climbing frame, balancing beams, tyres and mobile toys. After school the older children, in particular, enjoy a picnic in the fresh air and are able to release excess energy as they play outside. The garden is valued as a learning area; for example, pre-school children use magnifying glasses to search for insects and take whiteboards and pens to draw items of interest they find.

Through the daily routine, children are introduced to personal care routines, such as hand washing. Children over three years are knowledgeable about why they wash their hands. For example, after feeding the fish because they are 'smelly' or to 'get rid of the germs'. They use their designated bathroom area independently, supervised discreetly by staff members. Sometimes there are missed opportunities for children under the age of three years to be well supported to understand effective personal care and hygiene procedures. For example, tissue paper is available to wipe children's noses, although adults do not always promptly respond to initiate this. Soiled tissues are placed in bins, some of which do not have a lid. Adults are not consistently diligent about washing their hands after wiping children's noses before attending to the needs of others. This presents a risk of potential cross-infection.

Effective systems are in place for children's cot and bed linen to be frequently changed and freshly laundered. Most children use their own dummies, although sterilised ones are available should they be required, for example, at sleep time. Sometimes children's dummies that fall onto the floor are not promptly retrieved or made inaccessible to prevent the risk of cross-infection. There is clear written information to share with parents about the arrangements for sick children. For example, when emergency medical attention is necessary or medication to be administered. Additional information is displayed around the setting regarding children's infections and childhood disease.

The nursery cook manages a clean and very well organised kitchen. The food children eat is freshly prepared and the rotated four week menu is varied. Meals are nutritious and include vegetarian and healthy options. Children enjoy their meals and are able to make choices as they see food being served from large bowls and dishes. The cook plays an active part in mealtime management, helping to serve food and chatting to the children. The special dietary requirements of children are acknowledged and for those who do not like the dish of the day, another option is offered.

Children have snacks during the day and some eat breakfast at the setting, provided by parents. Boxes of cereal are not always closed securely to prevent possible contamination and sustain shelf life. All children have good access to drinks in individual beakers or bottles which increases independence and prevents them becoming dehydrated or thirsty. At mealtimes children eat together, seated at tables with food presented on attractive plates. They wear colourful aprons

to protect their clothing. Staff supervise the children well and offer assistance. Children, including babies, are encouraged to develop independence with feeding skills. Some days the dining area presents limited space to ensure children and staff sit comfortably together.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment. There are different areas created for children according to age and these are resourced effectively to meet their developing needs. Pre-school children are based on the first floor. There are effective systems established and competently practised by children to ensure their safety when travelling up and down stairs. There is a lack of domestic-style furniture available for the under three year olds to assist with mobility and make successful links with home.

Although nappy changing routines are secure and carried out hygienically and effectively, the positioning of the two nappy changing units on the ground floor does not respect children's dignity and privacy. This is because they are placed within an access way between two playrooms and the nursery reception area. The location of library books within this area also presents a potential health hazard.

Most fixtures, fittings and equipment that children use are clean and in good condition. Within the playrooms, wonderful cosy dens are created where children can creep into to rest, relax, enjoy a book or spend some quiet time. The effective use here of soft drapes, rugs and cushions adds atmosphere and interest. The majority of toys and resources are well organised and presented at a low level to help children choose and make decisions.

There are written risk assessments in place to help staff focus, identify and address areas of potential hazard. Children practise the evacuation procedure so know what to do in an emergency. There are written operational procedures to follow when children are involved in trips and outings or if a child is lost or uncollected. The majority of the time the premises are secure, combined with staff monitoring the arrival and departure of children and parents.

To protect children and keep them safe, staff effectively record children's accidents and medication to be administered. There is also a procedure established to share information, provided by parents, of children's injuries they have received away from the setting. Staff attend child protection training and the setting has produced a detailed child protection procedure that is shared with parents. This also includes the steps to follow if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children use a wide variety of toys, equipment and resources. The majority of these are stored or located within children's reach. This provides the opportunity for them to self-select materials and improves independence and decision-making skills. Adults plan an interesting and stimulating range of activities within all areas, and include even the youngest children. An approach in line with 'Birth to three matters' framework is used for children under the age of three years. Lots of sensory activities are available and include play with sand, water and gloop. Babies feel the sand between tiny toes as they place bare feet in the shallow sand tray. Children paint using their hands and roll, pat and cut dough using cutters and rollers. An stimulating range of pre-recorded music of songs and rhymes is heard by children as they play. Activities

include those for children to touch and feel a range of different textures, such as sandpaper, feathers, pasta, wool and sponge. This raised awareness of sensory and tactile materials supports children's development, in particular encouraging them to become skilful communicators and competent learners.

As children prepare to progress through the setting, short visits are planned as part of the transition process. This is carried out in accordance with parents' wishes and the level of maturity of the child. Children regularly mix with other children within the setting, particularly if siblings are present. This enables them to socialise and be prepared for change. Trips and outings are incorporated into the early years programme and include visits to farms, museums, the theatre, the cinema and activity centres. Children who attend during school holiday periods are invited to these special events, which provide them with rich and interesting experiences to enjoy.

Nursery education

Children aged three and four years are cared for within three rooms on the first floor. This area is a vibrant, stimulating area which is very well resourced and greatly encourages children's independence. They are able to move freely between rooms, each with a particular learning focus. Children are confident, competent and at ease in the presence of visitors. They are very keen to communicate, some eager to sing songs independently in front of the group. Children are enthusiastic and well motivated to learn. They express themselves well and speak eloquently about matters that interest them, for example, the recent earthquake. They show concern for others, for instance, expressing sorrow for people who were hurt or who had their houses damaged.

Children understand rules, for example, using the correct procedure when using the stairs to go outside to play. They know that they can express their interest to go out and understand the need to have their names recorded and to find a tabard before they go out to play. Many children write spontaneously or for a purpose and most can write their names clearly. They participate enthusiastically in games and counting exercises that involve number, calculating and simple problem solving. Children respond correctly to questions asked by staff regarding 'how many?' and are very familiar with mathematical concepts and language.

The quality of teaching and learning is good. Adults are very familiar with requirements of the Foundation Stage and plan a broad and balanced curriculum. Learning is based on a thematic approach and involves a range of adult-led and child-initiated activities. Children's progress is recorded and details shared with parents. Adults use observation and assessment to investigate what interests children and the progress they are making in their learning and development. They are also used to identify future learning needs. Planned activities are purposeful. They are differentiated to include all children, and evaluated and extended to enrich and make effective links in children's learning.

Children make good progress in all areas of learning because staff respect the value of play and recognise their significant contribution as educators. They build positive relationships with children to ensure they feel confident and secure, which aids learning. They provide a stimulating environment and make available resources that motivate and stimulate children, offering sufficient challenge to keep them interested. There are materials and resources for children to make marks, use and listen to books and stories, develop a knowledge of information and communication technology and those that inspire them to be creative and use their imaginations. There are opportunities for children to work independently or as part of a group. Effective links

are established with the local community, including the teachers of settings where children will transfer as they enter full-time education.

Children are well supported by adults to develop good manners, behave well and make their needs known. The setting uses 'learning journeys' to plot children's progress and development through photographs and written recordings. These are shared effectively with parents and enable them to be more aware of how children learn and play through a balance of structured, experiential and practical activities. Photographs placed around the setting of children's family members raise their esteem and self-worth. They are enabled to feel a valuable member of the group. Children's use of language is successfully encouraged through quality conversations, effective story telling and open questioning. The planning of the curriculum covers all areas of learning successfully. It enables children to play and develop in an inclusive environment, where every child matters and they are consistently encouraged to reach their full potential.

Helping children make a positive contribution

The provision is good.

The individual needs of children are well known by staff. For example, they discuss with parents routines and preferences on entry to the setting. This information is displayed on an 'All about me' sheet. Babies may sleep according to need as opposed to fitting in with the routine. Children's cultural and dietary requirements are met. Those who use English as an additional language are well supported to communicate and understand. Words of the child's home language are shared by parents and learnt by staff to enable children and carers to verbally connect.

There are resources for children to use to help them understand about diversity. They are involved in the celebration of different cultures, for example, Chinese New Year and Diwali. They see maps, read books and take part in events to raise their understanding of a multicultural world. They see written print of greetings in different languages, displayed on a welcome poster, and recently heard a story told in French by a volunteer parent. Children are engaged in community events, for example, those held at the local church or those that involve fundraising. They have recently attended the special opening of a local supermarket. This helps children understand about the wider community and of working together to meet the needs of others.

Children behave well at the setting. This is because they are well occupied and actively engaged. Adults are heard to praise children consistently for their achievements, helping to raise self-esteem and confidence. Children understand about sharing and taking turns. Pre-school children work independently or collaboratively within small groups. They are confident to speak or sing alone in front of others. Children work co-operatively, for example, fixing the construction, interconnecting blocks together, negotiating as they do so.

An annual graduation ceremony is held to acknowledge when children are making the transition from nursery into full-time education. The event is hosted in the garden and parents and extended family members are invited. Children contribute by singing songs and enjoy a tea party. This helps children to feel valued and share a special memorable event with family and carers. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. A wide variety of information is displayed around the setting relating, for example, to health and safety issues, the planning of children's activities and menus. Parents have the opportunity to share what they know about their children, including allergies, dietary requirements, care routines, early skills and preferences. This sharing of

information supports the well-being of children. Parents receive interesting and well produced newsletters and have good access to the setting's range of written policies and procedures. There are lots of photographs, including those that link to the 'Birth to three matters' framework, of children involved in a wide range of activities. This provides good evidence and positive reinforcement to keep parents well informed about what their babies and children do during their time at the setting.

The management have produced a quality prospectus for parents about the nursery setting. Information regarding the Foundation Stage and the timetable of planned themes and topics is also available. The parents of younger children receive a daily written account of their child's day, in addition to verbal and displayed information. Details about daily learning opportunities and experiences for parents of pre-school children are not so successfully managed. Parents and children may choose library books together, enabling shared learning experiences. Meetings are organised to exchange information with parents about the education programme, discuss how children learn and answer questions parents might have. The management have a clear and exciting vision for the future, with firm, creative ideas on how they want to expand and enhance their partnership with parents and carers.

Organisation

The organisation is good.

The nursery has a strong management team and a workforce that supports each other well. The majority of staff are qualified and there is a commitment to training and professional development. Some staff members have worked at the setting for a number of years, promoting a well established team. There is a robust recruitment procedure in place and a secure induction and appraisal system supports effective working practices. Staff work directly with children and provide good levels of care and supervision the majority of the time.

There is a routine in place that involves children joining together at intervals during the day. For example, for meals and first thing in the morning before children separate into their designated, age-related base rooms. This system sometimes impacts on a usually calm environment, especially when pre-school children and children aged from one to three years join as a large group. The management team are able to deal with unexpected occurrences to maintain the smooth and effective operation of the setting. For example, during unforeseen periods of staff sickness.

Staff have good access in each base room to documentation, records and information required to support the health, safety and care of children. For example, records of attendance, accident and medication logs are close to hand. This prevents staff having to leave the room to look for required paperwork. A good system of self-evaluation is used to assess, evaluate and record changes that influence children's environment or routine. All required documentation is in place, although the complaints procedure has some regulatory information missing, and the setting's certificate of registration is poorly displayed.

Leadership and management is good. The provider is highly qualified and has a close and effective working relationship with her management team. This benefits the smooth operation of the provision. She is a positive role model and leads by example. Team members are therefore well supported to develop professionally through effective working practices, such as observation, supervision and formal and informal discussion. The provision is a member of many professional groups and effective links are established with local bodies, for example, schools and churches. The setting has played host to visiting providers and professionals to network

and share good practice. There is a strong commitment to regularly monitor, evaluate and assess the quality of care and education, for example, through reflective practice. This identifies areas of strength and where improvement is required to maintain positive outcomes for children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection three recommendations were raised. These were in relation to documentation, record keeping and increasing resources to raise children's awareness of disability. The setting now has a procedure to follow if an allegation is made against a staff member. Children's accidents received away from the setting are recorded and details shared with parents. Resources representing positive images of disability have been increased to raise children's understanding.

The setting has successfully improved written procedures and record keeping to protect children and support their safety. Resources are satisfactorily used to help children gain more knowledge and understanding about disability through play.

Complaints since the last inspection

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 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):

- adopt a more responsive approach to control contamination and prevent the spread of infection, and help children under three years learn effective personal hygiene measures
- ensure arrangements within the ground floor nappy changing area respect children's privacy and dignity
- ensure the setting's written complaints procedure contains information in line with regulation.

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):

- consider ways in which parents can be better informed about children's daily learning opportunities and experiences.

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