

Little Peeps Nursery

Inspection report for early years provision

Unique Reference Number	EY274002
Inspection date	08 January 2008
Inspector	Karen Pretty
Setting Address	Feering Community Centre, Coggeshall Road, Feering, Colchester, Essex, CO5 9QB
Telephone number	07815 841423
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Registered person	Little Peeps Nursery Ltd
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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?

Little Peeps Nursery opened in 2004. It is situated in the village of Feering, near Colchester. The nursery operates from two rooms within a community centre which also includes kitchen, cloakrooms and storage facilities. A maximum of 38 children may attend the nursery at any one time. The nursery is open Monday, Tuesday, Thursday and Friday from 09:00 to 12:00 and 12:30 to 15:00 during the school term. Out of school care is occasionally offered from 10:00 to 15:00 during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged from two to under five years on roll. Of these, 26 children receive funding for early education. Children come from a wide catchment area.

The nursery employs eight members of staff. All hold appropriate early years qualifications. The nursery receives support from the local authority is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted because staff follow effective and consistent procedures such as cleaning tables with antibacterial spray before and after serving food and encouraging children to wipe their own noses with the tissues provided. Children learn the importance of good health and hygiene practices through the daily routine. Children confidently take responsibility for their own personal hygiene as they understand the need to wash their hands before snack time and after using the toilet. Children are protected well from cross-infection as the nursery has a clear exclusion policy and guidance on communicable diseases. Children receive very good care if they are ill or have an accident because the setting has correct and appropriate procedures in place. Written consents are provided by parents and accidents and medication requirements are clearly recorded. All staff have current first aid training which is regularly updated. A well-stocked first aid kit is readily available, however, most of the contents are out of date, which indicates they have not been reviewed and replaced to ensure children's health is promoted in a medical emergency.

Children's health and dietary requirements are well met because staff work well with parents. Individual dietary requirements are carefully recorded in written agreements and an overview list is provided for quick reference. Food is prepared carefully by staff who adhere to guidelines from food hygiene training. A rolling snack bar is provided for the children to independently access which allows them to eat at their own pace, when they want to. Children enjoyed fresh pieces of apple and banana which they prepared themselves with special child-friendly knives. The nursery has received a 'Snack Attack' award for their commitment to providing healthy and nutritious snacks. The children enjoy this social snack where staff sit with children and encourage their good table manners and conversation. Drinking water is freely available for children to independently access. This ensures they remain well hydrated throughout the session.

All children have daily access to the enclosed school playground for part of the session. During warmer weather they can access the large grassed field area or use the hard surface backing onto the play room. The children enjoy a broad range of activities, including hula hoops and nets with large and small balls to throw or roll. They enjoy practising their climbing and balancing skills on the large, soft filled tyres, encouraging them to move in different ways and maintain a healthy lifestyle. A member of staff cleverly linked a picture within the story of a sweating animal digging a hole to reinforce the effects of exercise on the body. A quiet area is available with cushions and books if children need to rest and relax in comfort.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in spacious and welcoming environment. There are two main rooms within the community centre used by the children. These spaces have been well organised to provide a very good range of play and learning opportunities for children of all ages. The staff team works hard to set up and clear away the equipment daily, as the centre is used by other groups. This gives staff a regular opportunity to check equipment is well maintained and clean. Children have access to many resources that are stored in open, low-level units which promotes independent access and gives choice. Toys are stimulating and fun and provide children with challenge. Regular risk assessments are carried out in all areas of the large building to ensure

that children are safe. These are clearly documented and readily available to staff on a daily basis. There are safe systems in place for the arrival and collection of children and access to the provision is closely monitored by vigilant staff. All visitors are required to sign in. Children are protected from the danger of fire by regular fire drills that are clearly recorded.

Children are well protected from potential harm because staff are vigilant and have a good understanding of their role in the protection of children. The child protection coordinator ensures that procedures are up to date and staff have attended safeguarding training. A clear policy sets out guidelines for concerns and local contact numbers are displayed for parents, carers and staff in the event of a concern about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and well settled, they are warmly welcomed by staff and confidently find their name and place it in the box before accessing the appealing activities and resources provided. Any children who require extra support are well supported by their key person, who is able to quickly acknowledge their needs by offering the right level of support and suggesting activities that they know will interest them. Children enjoy the familiar routines such as finding carpet squares to sit on and chat as a group about their weekends and the exciting opportunities offered during the session. Staff ensure children are offered a broad range of activities and use their good knowledge of child development to engage, stimulate and challenge their individual learning needs. Children enjoyed working together on a large floor puzzle with staff who offered open-ended questions to enable them to problem solve and complete it independently. Children are very resourceful and enjoy carrying out simple tasks appropriate to their stage of development such as putting on aprons, pouring drinks and cutting up their own fruit at snack time.

Children are making positive relationships with each other, they link up to slide trains along the floor to each other and enjoy re-living their life experiences in the well-resourced home corner. Younger children have their needs well met as staff incorporate all aspects of 'Birth to three matters framework' in their practice. They place a strong emphasis on sensory and messy play yet offer cosy areas and pop up tents for children to rest and retreat. Children benefit from the one to one times where they share stories with their key person, this provides all children with a familiar and trusted adult. Valuable observations are made and recorded in each child's developmental profile, these are well used to identify individual starting points within the Foundation Stage.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and how children learn. Good use of time provides a balance of adult-focused and child-initiated activities. Resources are laid out attractively and look appealing and inviting which encourages children to take part. The session is well paced and provides a good learning environment where children have time to complete activities at their own pace. Staff are directly involved with children working in small groups and with individuals. They make the most of opportunities to extend activities and challenge children during activities they have chosen. This ensures that children are motivated and interested and they respond well to open-ended questions asked by skilled staff. Staff support children's creative play well, providing sensitive intervention when requested and extending children's learning and play. Staff all contribute to the planning which is linked to the stepping stones and provides a balance of activities across

all areas of learning. Focused activity sheets outline clear learning intentions, however, these are not effectively evaluated to identify if the intended learning was achieved. Staff observe children carefully to inform the records of children's achievements. These regular assessments of children's learning show that children are making good progress toward the early learning goals. However, they do not identify next steps nor are they used to inform future planning.

Children settle well and quickly find their friends who they are clearly pleased to see. They play harmoniously in small groups as they recreate roles and experiences in the home corner. Children know right from wrong and have a good understanding of the behavioural expectations of the nursery. They are becoming increasingly independent and confident as they develop many self-care skills. Children have formed warm and secure relationships with staff. They share stories and one-to-one time as they enjoy looking at the good range books in the comfortable book corner. Children self-register as they arrive linking letters to sounds as they find their names. They have many opportunities to develop their early writing skills through a wide range of resources and are making good progress.

Children show awareness of number and more or less when taking part in outdoor activities. For example, they count balls as they throw them into nets and through hoops. This is supported well by staff who quickly challenge children to count on. Children can confidently complete puzzles sorting pieces by shape. Number songs, rhymes and stories enable children to grow increasingly confident with their number skills. Children learn about capacity as they pour rice, lentils and split peas to and from a variety of measuring jugs and bowls in the tray. Children have opportunities to explore through messy play experiences where they can compare differences and textures as they print with different fruits which is well linked to their food topic. They learn about how foods grow and where they come from which gives them an understanding of the wider world. Children have opportunities to operate the computer and a range of other programmable toys.

Children roll and manipulate dough with care, making specific shapes using a good range of tools. They use sponges and paint and show good hand to eye coordination as they decorate fruit shapes. Children negotiate space well as they run around outside and show respect for each others' space as they play together on the large tyres. Wooden sizing tasks further develop their physical skills and accuracy. Action songs are used to encourage children to make intended movements with their bodies as they peel, bend and shake like a banana. There are many opportunities for children's creative play through planned resources that are appealing and tactile and they freely use the easel to develop their creativity. Dressing up, role play and 'Small worlds' all give children opportunities to recreate roles and experiences. They readily engage in imaginary play where staff are on hand to support and enhance their play as required.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern which helps them feel valued. They are encouraged to discuss their home lives and staff are keen to get information from parents during settling-in sessions; this helps them feel accepted and part of the community. Pre-starting visits are designed to help settle new children and share routines with parents. Staff proactively seek a good range of information from the questionnaires provided. This ensures that children's individual needs are met and respected. All children are included and their differences acknowledged. Staff take time to explain to children about different traditions and festivals such as Christmas. Children are very keen to help one another, they cooperate very well in small

groups as they sweep up a mess on the floor. They play harmoniously in different sized groups throughout the session. Children's spiritual, moral, social and cultural development is fostered.

The setting has a very positive approach to supporting children with learning difficulties and/or disabilities. They have a designated responsible person who has attended relevant training and has lots of experience supporting children with learning difficulties and/or disabilities. This enables them to meet individual needs well complying with the required code of practice. Creative resources such as picture timelines and activity books which detail the whole routine through photographic pictures help support children with additional needs and allow them to communicate their ideas. This proactive and inclusive approach from staff in the setting ensures that equality of opportunity is promoted for all children.

Staff have clear and agreed procedures outlining how to respond to children's behaviour. Classroom courtesies are displayed on the wall in picture form and are simple and understandable for children. These expectations are shared very well with children through reinforcement and a consistent approach from staff. Staff warmly praise children for tidying up and following instructions, noting their efforts. Strategies include positive explanations and allow children to understand and adapt their behaviour accordingly. Any occasional incidents are shared with parents in private at the end of the session.

The partnership with parents and carers of children receiving nursery education is good. Parents are warmly welcomed and provided with a welcome pack containing good information about key policies. Regular newsletters update parents on changes to staffing or routines and inform them of forthcoming events. Staff actively share information with parents regarding their children's progress at the end of the session. Written contracts ensure that children are looked after in accordance with their parents' wishes. Consequently, parents are supportive, actively involved with the group and speak highly of the staff's good practice. An informative notice board gives parents a good overview of topics and events in order that they can understand their children's learning. Developmental records are provided and shared as part of each child's transition and contain a good range of information regarding their child's learning. However, there is currently no system in place to encourage parents to access these more regularly or make ongoing contributions to these records.

Organisation

The organisation is good.

The nursery is well organised to provide a welcoming and child-friendly environment. Good staff deployment and effective adult to child ratios positively contribute to children's good health, safety, enjoyment, achievement and ability to take an active part in the nursery. Staff work well together as a successful team, they have a high regard for the well-being of all children and follow clear routines to which the children respond well. The good organisation of time, space and resources positively supports children's care, learning and play.

Operational policies and procedures are regularly reviewed and updated to support the successful running of the provision. Robust recruitment and vetting procedures are in place to ensure children are protected and cared for by experienced staff with a very good knowledge and understanding of child development.

The leadership and management of nursery education is good. The management team and staff form a dedicated team who are committed to providing high quality care and nursery education. Job descriptions and induction procedures ensure staff are aware of their roles and

responsibilities and work together as a successful team. Staff appraisals and training plans reflect the provision's commitment to ongoing professional development to ensure that children are cared for by knowledgeable and qualified staff. Regular meetings and evaluations of activities enable staff to review and evaluate the curriculum and identify areas for improvement. Staff work closely with and value the support of other professionals to monitor and evaluate provision of nursery education. Good links with the school reception teacher eases children's transition into school and supports their progress towards the early learning goals.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection of care, the nursery was given one recommendation, ensure consent forms are in place for seeking emergency medical advice or treatment. Consents are sought from parents at the time of registration when they complete all the registration paperwork, they are in place for all children attending. Consequently, children's health is now effectively promoted.

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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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):

- ensure the contents of the first aid box are checked and replaced as necessary.

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):

- develop further the evaluation of plans to effectively identify if the intended learning was achieved
- continue to develop the assessment and evaluation of children's progress to identify next steps in their learning and to inform future planning

- devise and implement a system to encourage parents to frequently access their children's developmental records and make ongoing contributions.

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