

Puss N Boots Day Nursery

Inspection report for early years provision

Unique Reference Number	EY246907
Inspection date	07 November 2007
Inspector	Anne Mitchell
Setting Address	2 Lindsay Road, Branksome Park, Poole, Dorset, BH13 6AR
Telephone number	01202 768769
E-mail	
Registered person	Fiona Garvey and Scott Garvey
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?

Puss N Boots Day Nursery has been registered since November 2002. It is based in a purpose built extension of a private house in the Branksome Park area of Poole. The nursery is privately owned and offers sessional as well as full day care to children from birth to under five years of age. The nursery is open weekdays from 08:30 to 17:45 all year round. A maximum of 28 children may attend at any one time.

The nursery offers use of two linked play rooms for children over two years of age with toilets, kitchen and an office. There is a separate baby unit. The children have use of an extensive outdoor play area.

There are currently a total of 70 children on roll. Of these, 14 children are in receipt of funding for nursery education. The setting provides care for children for whom English is an additional language.

The nursery employs nine permanent staff. All staff either hold or are working towards a relevant childcare qualification. The setting receives support and guidance from Poole Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well promoted. Staff remind children to wash their hands and toilet routines are illustrated by photo posters displayed at child height to remind children about flushing the toilet and washing their hands. Low level toilets, washbasins, soap dispensers and warm air dryers enable children to become independent in their personal care from an early age. Nappy changing routines are good, but staff prefer to use changing mats on the floor rather than the nappy changing units. Staff engage children in positive conversation and facial gesture during changing routines to help them feel happy and content. This contributes to their emotional health.

Children know why it is important to wash their hands saying 'We have to wash the germs away'. There are effective procedures to ensure equipment is clean as there is a staff rota in place. Staff ensure tables are cleaned prior to cooking activities, snack or lunch with anti-bacterial spray. Cot sheets are changed regularly for each child and home routines are followed for children under two, to promote continuity of care and their emotional welfare. Children use their own toothbrush to clean their teeth after lunch to promote their health further.

Accident and medication recording is in place and held confidentially. Parents sign to confirm they have been made aware of any accidents and also confirm existing injuries. Clear policies and procedures are in place regarding sickness and medication. All staff hold current first aid certificates and there is a first aid kit on site. Consequently children can be treated promptly and effectively in the event of an accident.

In the baby unit the emotional wellbeing of children is effectively fostered. Babies and toddlers develop close and warm relationships with staff and are reassured and comforted if they are insecure. Staff respond quickly to children's emotional and physical needs providing cuddles and tickles when children need attention and recognise when children are hungry or tired and meet their needs promptly.

Children's dietary health is promoted by the provision of healthy snacks, teas and lunches. Children are provided with healthy choices. They enjoy fresh fruit and raw vegetables, such as cucumber and carrots, and grapes. For tea there are choices of ham and cheese spread rolls and cocktail sausages. The provision of lunch is shared between the setting and parents. Some children bring lunch boxes from home which are stored appropriately in the refrigerator. Other children are provided with a nutritious cooked meal supplied by a local catering company, followed by fresh fruit and yoghurt. Children can access water throughout the day, from their own water bottles or drinking cups stored at low level. This ensures they are well hydrated.

Children have daily opportunities to enjoy fresh air and exercise in the well resourced and fully enclosed garden. They use tyre swings in the trees and explore in the undergrowth. At times children use the outdoor area directly outside the play room to play with water and sand.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment. Access to the premises is effectively monitored by staff and the arrival and departure of children is recorded. Safety equipment

fitted in rooms used by children, such as socket covers, door guards and stair gates, ensures they can play safely. Effective risk assessments are completed for indoors, garden play and for proposed outings to ensure there are no hazards.

Children have good opportunities to learn about their personal safety through informal discussions with staff while they play. They talk about keeping safe while watching fireworks or being careful while using the cheese grater during a cooking activity, and keeping clear of the swings in the garden. Children's knowledge of keeping themselves safe is supported through visits from the fire, police and ambulance service. Many resources are stored at low level so children can reach them safely. Supervision is very good and staff support children effectively indoors and out in the garden.

Children are well protected from harm and neglect as staff have a secure and confident knowledge and understanding of child protection issues and procedures. Many members of staff have completed the safeguarding children training, and others are booked to update their current knowledge. They are clear about their responsibilities to safeguard children and there is a comprehensive written policy about child protection. However, these policies and procedures are not effectively shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting with enthusiasm and settle quickly to their chosen activity. There is a broad and varied range of activities and resources throughout the nursery, and children remain well occupied through the day. Babies and toddlers enjoy a high level of interaction and affection. Their interest is maintained through sensory equipment such as a drum that lights up and spins when hit. Treasure boxes allow younger children to explore different textures. One baby finds a soft cloth and brush and is fascinated as he feels the two objects with his fingers. Staff in the baby room plan messy and creative play to enable children to explore a variety of media. They enjoy ball painting, rolling the small ball on the paper. Younger, less able children use their fingers and hands to make marks and giggle with joy and they feel the cold paint on their hands. Babies and toddlers are becoming skilful communicators as they babble to staff who respond with positive verbal interaction to help them develop their speech and language.

Nursery Education.

The quality of teaching and learning is good. The staff demonstrate a secure understanding of the Foundation Stage curriculum and plans cover all areas of learning. Staff use a variety of teaching methods to help children learn. A member of staff reads the story of Diwali to a small group of children before they make lamps, cards and lanterns. They use open ended questions to help children think. For example, as they set up the table for snack, the member of staff asks the children 'How many cups will we need for snack? Do we have enough?' Staff complete written observations on children and these are used to compile their developmental records and to plan for children's next steps for development. Planned activities are evaluated to see where improvements can be made and if learning intentions have been met. However, there is no differentiation to challenge older or more able children or support those who need it. Core activities that are available on a daily basis are not effectively monitored. For example, the book corner is rarely visited by children throughout the day, unless a story is planned or children are asked to choose a book, and although children have good opportunities to experience a

range of creative activities the craft area does not lend itself to allow children to create freely, using their own imaginations.

Children for whom English is an additional language are provided with a good level of support. Staff liaise closely with parents to learn key words in the child's own language and staff are in the process, with the help of the children's parents, to include labelling in the child's first language.

Children demonstrate high levels of confidence and enthusiasm. They are happy to talk to visitors about what they are doing and their favourite activity at nursery. One boy tells an adult 'I like painting, but I like playing outside too'. Children quickly become involved in an activity and concentrate for long periods. Children making Diwali lamps with clay are focused and interested. Children have developed close relationships with adults and children in the setting. They approach staff for cuddles, reassurance or to tell them their news. Staff are interested and animated when they talk to the children and consequently children have high self esteem.

Children have good listening skills and concentrate as staff explain how to make lanterns or mix the pastry for a cooking activity. As they play together children use language well and communicate freely. Two children mix dough with lentils and cereal. One tells the other 'We've got to keep stirring or it will get squidgy and hard. We want it to be nice and creamy, don't we?' Children enjoy listening to stories and participate with enthusiasm as a member of staff reads 'Harry and the bucketful of dinosaurs'. Because the story is well read, with feeling, the children become absorbed and interested in what will happen next. However, children rarely visit the book corner independently. The text rich environment supports children's understanding that words carry meaning. They recognise their names as they self register on arrival and at lunch time they find their name card at the table. Children have regular opportunities to write and make marks using paper and pencils and using marker pens and whiteboard.

Children count with confidence as they find out how many cups are needed at snack time or during favourite number rhymes. One child accurately counts the eight spots on the wooden dominoes. Numbers are displayed with the corresponding number of objects to reinforce children's understanding. Children recognise and name simple shapes and are becoming skilled at sequencing activities. Children are beginning to use mathematical language in their play to compare shape and size. They discuss how long the clay sausages need to be to make the lamps. One child says 'Mine is the longest' The other replies 'I need to make some longer ones to make my lamp'.

Children learn about festivals and celebrations from a variety of cultures. They make firework pictures and explore the festival of Diwali by making cards, lamps and lanterns. Children use the computer with confidence, operating simple educational programmes. They enjoy learning about the natural world and have planted flowers and grown tomatoes through the summer. Children talk to staff about special events in their lives, and all the children sing 'Happy Birthday' to their friend who has just turned three.

Children explore colour and texture through daily craft activities. They use glue, sequins, beads and tissue to create colourful collages and make Diwali lamps from coloured clay. Children experiment with paint rolling a ball across the paper to make firework pictures. Children participate in music sessions with obvious confidence using percussion to accompany their songs. A small group of children use their imaginations well as they set up a 'picnic' in the role play area. They put their dolls to bed while they set out the picnic on the floor. One child says 'The babies are awake now. I'll go and get them. This one can sit up on her own'.

Children have regular opportunities to exercise in the enclosed garden. They swing on the tyre and manoeuvre around the area with confidence. They jump and hop and run up and over the hill. They are learning about the effect of exercise on their bodies. One child tells an adult 'I have been running so fast, my heart is beating really fast!' However, there are limited challenges for children to climb and balance. Children's small muscle control is developing well. They position small beads and sequins with care as they make a collage. They use scissors and rollers with developing competence and use a grater to grate cheese during a cooking activity.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children of all ages are welcomed warmly and with genuine enthusiasm and affection by staff. The environment is bright and stimulating with children's artwork and photographs displayed. Parents complete personal profiles for their children to provide staff with clear information about the children's individual needs. Consequently, they know the children well and are able to meet their needs effectively. Children are confident and 'at home' in the setting and demonstrate a clear sense of belonging.

Children learn about the wider world through planned activities that explore different festivals and through books, toys, puzzles and posters that provide positive images of cultural diversity. The setting has an equal opportunities and special needs policy.

Children's behaviour is very good. They are well mannered and polite and are quick to help each other. One child helps a younger child find their boots at playtime for example. They respond quickly when a member of staff shakes the bells to attract their attention and listen carefully. Staff are good role models as they praise children when they are helpful or have achieved.

Partnership with parents and carers is good. They are provided with clear and comprehensive information about the setting and are clear about the Foundation Stage curriculum and the Birth to three matters framework. Parents evenings are planned to give them the opportunity to see their children's development records and discuss their progress. In discussion with parents they state that they are '...very happy with the interaction between the staff and children'. Another parent stated that her child '...absolutely loves coming to the nursery.' Parents and carers of younger children are provided with clear information about their children's daily routines including sleep times, nappy changes and feeding. Although the setting has comprehensive policies and procedures available, few parents have seen the documents.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. Children are cared for by suitably qualified and experienced staff, as all staff either hold, or are working towards childcare qualifications. All staff demonstrate a clear commitment to furthering their childcare knowledge and understanding through ongoing training. There are secure systems in place to check new staff through personal references and police checks.

High staff ratios are maintained and consequently children enjoy a good level of support, supervision and interaction. Staff are deployed effectively to ensure children can play independently in safety, or are provided with adult supported activities. Space is organised well

to meet the needs of the children effectively and allow sufficient space to play. However, because core activities are not so well monitored, there are areas of play that children access less often. Children have a good balance of indoor and outdoor play.

Leadership and management is good. The team responsible for nursery education are committed to continual assessment, evaluation and improvement. Planned activities in the Foundation Stage curriculum are relevant and meaningful to children so they learn effectively. The nursery education is monitored through regular staff meetings, visits from Poole Early Years, planning and evaluation and observations by key staff. Possible improvements are highlighted and the management team take positive steps to improve any weaknesses.

All required documentation is in place and kept securely to promote confidentiality. The setting has a range of comprehensive policies and procedures that support children's health and wellbeing. Although there is mention of these in the nursery's prospectus, they are not shared effectively with parents and the complaints procedure does not reflect current practice.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that children have an appropriate range of activities and resources that provide positive images of diversity in society and disability. There are now books, posters, dolls and miniature play equipment that reflect our diverse society and help children learn about the wider world.

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.

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):

- ensure that parents and carers are provided with clear information about the setting's policies, including safeguarding children procedures

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):

- ensure that the evaluations of activities include how to support or challenge children of differing abilities, and include the monitoring of core activities within the setting

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