

Peter Pans Day Nursery

Inspection report for early years provision

Unique Reference Number	EY261762
Inspection date	08 October 2007
Inspector	Carol Brown

Setting Address	Peter Pans Day Nursery Ltd, 17a Cairns Cottage, Barnardos Village, Barkingside, Ilford, Essex, IG6 1BY
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Telephone number	0208 551 2757
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E-mail

Registered person	Peter Pans Day Nursery
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Type of inspection	Integrated
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Type of care	Full day care
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Peter Pans Day Nursery opened 2003. It operates from four base rooms in a converted house which is situated inside the Barnardo's village in Barkingside. The nursery serves the work force within Barnardo's and the local community.

There are currently 44 children from three months to five years on roll . This includes three funded three year olds and two four years olds. Children attend for a variety of sessions. At this current time the setting is not supporting any children with special educational needs or children who speak English as an additional language.

The nursery opens five days a week for 51 weeks of the year. Sessions are from 08:00 to 18:00.

There are eight staff who work with the children. Of these, seven of the staff have early years qualifications to level three and one is qualified to level two. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and hygienic environment. Daily routines and explanations help children to understand the importance of good hygiene practices, for example washing their hands after using the toilet and before meals. Older children are developing self help skills as they are able to take themselves to the toilet. Effective nappy changing practices ensure that children and staff are protected from the spread of germs as staff wear aprons and disposable gloves and surfaces are cleaned after each use.

All members of staff hold a first aid qualification, which is regularly updated. This means that they are able to give appropriate care in the event of an accident. Parents are required to give prior written consent for the staff to administer medication. Accident and medication records are maintained. However, records do not reflect every dose that is administered to children as the staff only sign the records once a day. This does not fully protect children's welfare.

Children enjoy a range of activities, which contribute to their good health. This includes daily outdoor activities to enhance their physical development. Babies and toddlers enjoy practicing gross motor skills and are beginning to climb onto see-saws and crawl through play tunnels. Younger children are able to have a rest after lunch. Babies and toddlers sleep patterns and food intake are recorded by the staff and this information is shared with parents.

Children are offered healthy and nutritious snacks and meals. Menu's are planned by the manager in conjunction with the cook and are displayed in the foyer for parents. Children are able to help themselves to fresh seasonal fruit at snack times and drinks are provided throughout the day. Older children's self help skills are not fully supported as their lunch is served by the staff, this does not allow them to make independent choices.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment. They are able to move around safely and independently, as a result of daily risk assessments and the supervision of the staff. Children are beginning to understand the importance of safety issues, for example they are reminded not to throw toys as they may hurt someone. This encourages children to take responsibility for their own safety and the safety of others. Resources and play equipment are safe, well organised and afford children easy access.

Security within the setting is good, for example, there is a buzzer system in place to prevent unauthorised access to the premises. Visitors are required to sign the visitor's book and state the nature of their business. The outdoor play area is secure and fitted with a safety surface. Fire exits are clearly labelled and free from obstruction. The setting is protected by a fire alarm system and fire safety equipment is checked on an annual basis. Children and staff regularly practice emergency evacuation procedures. This helps children to become familiar with the routine in the event of an emergency. There are procedures in place for the safe arrival and collection of children, for example, they are only released into the care of a known adult.

Children are protected. This is because the staff have a sound understanding of the physical and emotional signs, which could indicate child protection issues and the appropriate procedures to follow to record and report any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and confident in the nursery's welcoming environment, for example, they greet each other and the staff on arrival. The staff are sensitive to children's individual needs and they are given praise and encouragement. The staff are using the Birth to three matters framework to support younger children's learning and development and observe children's progress, which they use to plan next steps. Babies and younger children's language developments is supported as the staff narrate their babbling and offer praise when recognisable words are used. Older children's language and thinking is supported as the staff use open ended questions to develop their ideas. For example, a member of staff sitting with a group of three children asked 'shall I eat with my fingers or something else?' two of the children replied ' no you use a fork and a spoon'. Children enjoy songs and rhymes and are beginning to repeat familiar patterns in songs.

Babies and younger children have access to a stimulating range of activities and toys to sustain their interest and develop their learning. For example, painting, outdoor play and cause and effect toys to develop their gross and fine motor skills and co-ordination. Younger children are becoming competent learners as they are provided with a range of activities to develop their senses, for example, sand, water, painting and musical toys.

Nursery Education

The quality of teaching and learning is satisfactory. This is because the staff have a reasonable knowledge and understanding of Foundation Stage and learning intentions. There are planning systems in place, which focus on children's learning needs and their stage of development. However, this could be further promoted if the staff had undergone sufficient training in relation to the Foundation Stage and early learning goals.

Children are eager to come into the nursery and are interested to learn, happy, settled and are familiar with routines. Children beginning to form strong relationships with their peers and already firm friendships are being formed as children actively seek out one another. For example, two children used walkie-talkies to communicate with each other, taking turns to talk to one another. Children's behaviour is generally good and are able to understand the difference between right and wrong, for example, why it is unkind to hurt someone. Older children are able to take themselves to the toilet and redress themselves and the staff offer support to younger children with these tasks. Children talk confidently about home life. For example, 'I like playing on the computer at home with my Daddy', another child stated 'I'm going to school in January, the same school as my brother and I have to wear a blue jumper'.

Children are able to engage in conversation with their peers and adults. For example, when asked by a member of staff 'what are you going to buy at Tesco's?' the child replied 'I'm going to get a new bicycle and I'm getting you some sweets in a packet'. Children's thinking and problem solving are supported as the staff ask open ended questions. For example, 'What do you think will happen if we put too many counters on this?' the child replied 'I think it will topple over'. More able children are able to write their own name and are given praise by the staff. Children can access tools to develop mark making and writing skills. Children are beginning to recognise text as words are used on labels. Children can recognise their own names and place their name cards on their pegs as they arrive. Books are available to children however, some of these are torn or have pages missing.

Older children are beginning to understand simple mathematics and some of them reliably count to ten. There are opportunities for children to develop their skills in basic calculation as resources are used effectively and language used by the staff encourages their understanding of volume and size. For example, during water play a child was asked 'is the bottle full or empty', the child replied 'it's nearly full up'. More able children can name familiar shapes, for example, triangle, circle and square.

Children's understanding of the wider community is supported through the provision of activities and resources. For example, they are engaged in activities, which celebrate cultural festival such as Halloween and Christmas. Children are beginning to understand the world around them as activities and resources support their learning these include observing insects and learning about animals that hibernate.

Children move around confidently and safely negotiating space with control and co-ordination. They work co-operatively in the outdoor play area, taking turns to push one another around on bikes and cars. Children are becoming aware of their own physical needs, for example, taking a rest when they need it.

Children have access to a range of creative and sensory mediums including dough, sand, water, paint and glue. They are able to use these confidently and take care, for example, when drawing a picture of a centipede referring back to the live animal to be as accurate as they can. Children's art work is displayed and more able children are able to write their own names on their work. Children have access to imaginative play materials and can access these freely.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals. Children are from various backgrounds, which helps them to recognise difference and similarity within society. The staff show care and consideration and treat all children with dignity and respect. Children are encouraged to talk about home life, for example, a member of staff said to a child 'that's a nice top you are wearing, where did you get it from?' the child replied 'my Mummy bought it for me last week and it's got a picture on the front'.

Children are provided with a range of resources and activities, which helps them to develop their knowledge and understanding of the wider community. For example, there are many posters and displays around the setting that depict people from other cultures, those with disabilities and labels are in various community languages. The setting supports children who have English as an additional language through the use of visual prompts, gesture and learning key words in the child's first language. The setting supports the inclusion of children with special educational needs and disabilities, however, there are no children currently on roll with identified needs. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is generally good and they are beginning to show care and consideration for one another. This is as a result of the staff giving clear and concise explanations to children as to the effect their behaviour is having on others, whilst taking into account their age, level of understanding and maturity.

Partnership with parents is good and they have access to the settings policies and procedures. The staff actively seek parents' views about their child's interests and needs to enable appropriate care. Parents are given daily information regarding their child's progress. Parents

interviewed expressed their satisfaction at the care provided, the friendly and supportive staff and that any concerns are taken seriously and acted upon.

Organisation

The organisation is satisfactory.

Peter Pan's Day Nursery meets the needs of the children for whom it provides. Daily routines help children to feel secure and confident. However, these are flexible and allow for spontaneity. The staff work well as a team, are deployed effectively and understand their roles and responsibilities. There is a key worker system in place, which provides parents with a link person and ensures continuity of care for the children. There is a commitment to on-going training and development. For example, training for staff in relation to the new Early Years Foundation Stage. There are effective recruitment procedures in place. Documentation for the safe and effective management of the nursery is in place. This promotes children's welfare and contributes to the smooth running of the provision. Registers are not always accurately maintained.

Leadership and Management is satisfactory. The managers lead by example and utilise the strengths of individual staff members by delegating different areas of responsibility, for example, special educational needs and disability issues. Regular team meetings and individual supervision supports staff development as areas of weakness are identified and further training and support is made available.

Improvements since the last inspection

At the previous inspection a recommendation was made regarding the maintenance of ratio's during nappy changing time and ensuring that good hygiene practices were in place, these have now been addressed effectively. It was recommended that all children were assigned a keyworker, this is now in place. A recommendation was made to ensure that resources reflected positive images of disability, there are resources in place to address this issue. The setting now has a copy of the appropriate child protection procedures in line with the Local Area Safeguarding Children Board.

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):

- ensure that registers are accurately maintained
- ensure that medication administered to children is recorded for each occasion

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):

- review lunchtime routines to support children's independence and choice

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