

Pea Pods Day Nursery

Inspection report for early years provision

Unique Reference Number	EY223045
Inspection date	06 February 2008
Inspector	Dinah Round
Setting Address	20 Abbey Road, Torquay, Devon, TQ2 5NA
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Registered person	Joanne Terry
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 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?

Pea Pods Day Nursery is a privately owned group which registered to care for children in 2002. It operates on two floors of a house, situated close to the centre of Torquay, in Devon. There are four rooms for the different age groups., plus a separate kitchen. Children have access to an enclosed garden area.

The nursery is registered to care for a maximum of 26 children under six years at any one time. There are currently 18 children on roll, of these, six children receive government funding for nursery education. The nursery also cares for children who have learning difficulties and disabilities, and children who have English as an additional language. The nursery opens Monday to Friday between the times of 08:30 to 17:30, for 51 weeks a year.

A team of five staff work with the children, including the proprietor who is the manager. Of these, four members of staff have a level 3 early years qualification, with the other staff member currently undertaking training. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a varied range of meals which are generally healthy and nutritious. This includes snacks of fresh fruit and biscuits, and a hot cooked lunch, such as pasta with chicken and peas. A vegetarian option is available, and children's individual dietary needs are clearly recorded and carefully followed. Children are provided with drinks of milk at snack time and have access to drinking water during the session. This makes sure they have sufficient fluids and do not get thirsty.

Children are cared for in warm and reasonably clean premises. They develop independence in managing their own personal hygiene as resources are well organised so they are easily accessible to them. Through the daily routine, children learn the importance of washing their hands after using the toilet and before eating. Children are protected from the spread of infection through the provision of disposable tissues, wipes, and paper towels. Staff follow appropriate nappy changing procedures, although, at times some cleaning routines within the nursery are missed at the end of the day. Children are assured of prompt treatment in the event of an emergency, as all staff are trained to carry out first aid and first aid resources are located so easily accessible. Clear accident and medication records are maintained.

Children engage in outdoor play opportunities and physical activities which helps to ensure they get fresh air and exercise. They take part in music and movement activities, stretching and swinging their arms as they warm up. Children have fun as they join in with the songs and actions and happily march like soldiers to the 'Grand Old Duke of York'. Children have access to a wide selection of tools to promote their fine motor skills, such as small brushes and spades in the sensory tray, scissors, pritt sticks, pencils and paint brushes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure environment due to the effective security arrangements and procedures in place. Children are suitably supervised with many safety measures in place, such as safety gates to prevent access to the kitchen and stairs. However, there are no clear systems in place to effectively identify and monitor risks, which means some potential risks are accessible to children. Detailed fire evacuation procedures are displayed, however, these are not practised regularly with children and staff so they know what to do in an emergency situation.

Children move around with confidence as they choose their activities and staff offer guidance and support to help them learn to do things for themselves. Appropriate equipment is provided to keep children safe, for example, circular cushions are placed behind babies on the floor and a child's step and seat is used effectively to support children using the toilet. Children use a varied range of age appropriate toys and resources which are clean, well maintained and organised to allow children to access their activities easily.

Staff generally have a sound knowledge of child protection issues and are clear of their responsibility to safeguard children. Senior staff are clear of procedures to follow if they have a concern about a child. Existing injuries are clearly recorded and discussed with parents, and the child protection policy is currently being updated to reflect changes.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure in the calm and welcoming environment. Staff support them well to help them settle as they arrive in the morning. Children eagerly get involved in the activities which offer a good range of play opportunities to promote their development. Staff are warm, friendly and caring, they show an interest in what children say and do which helps build the children's confidence and self-esteem. Furniture and resources are well positioned and staff successfully promote children's independence throughout the activities and routines. For example, play equipment is easily accessible in labelled containers on low shelves around the room.

Children benefit as staff have started to make use of the 'Birth to three matters' framework to plan for younger children's learning. Babies are settled and content as they receive positive interaction from staff who follow their individual routines. Babies are cuddled as they have their bottles and staff ensure they have a sleep when needed, which makes sure they are comfortable. Babies have good opportunities to freely explore their environment. They enjoy shaking and feeling the different items from the treasure baskets, and are fascinated by the various textures on the soft balls. Children are kept occupied through fun and spontaneous learning opportunities incorporated by the staff. For example, all children happily join in throwing the bean bags in the box, cheering with excitement when someone gets one in the box. Staff provide praise and encouragement which makes children feel good about their achievements.

Nursery education.

Teaching and learning is satisfactory. The pre-school leader has a clear knowledge of the Foundation Stage and how children learn through play. However, other staff are less clear of the learning intentions of activities which impacts on the children's learning. Staff follow termly topics, such as 'Winter' incorporating a range of interesting play activities and experiences. Children's independence is fostered well, however, opportunities to fully extend children's learning are not always explored. Children's progress is monitored through on-going assessments, photographs and records in their passports, which are linked to the stepping stones towards the early learning goals.

Children are confident within the setting. They have opportunities to freely choose their own activities, and are independent in attending to their own personal care. Children communicate with confidence and are learning about sounds as they join in rhymes and songs. For example, they giggle with excitement as they sing the 'Roly Poly' rhyme. Children are learning to recognise their written name as they self-register their name card on arrival, and find their name card at snack time. Children have access to mark making materials, however, they are not consistently encouraged to make their marks on their artwork. Children count through planned activities, such as how many days of the week and how many sheep when listening to a story. However, they are not encouraged to use simple problem solving in their play and within everyday routines.

Children have regular opportunities to use a range of programmes on the computer, and staff offer appropriate support to help develop their skills and understanding. Children develop a sense of time, as they talk with staff about the daily routine or previous activities they have done. Children's creativity is promoted well, for example, they freely express their own ideas using a wide range of materials in their 'snowman' pictures. Children have regular opportunities to take part in sensory play activities, using sand, paint, and dough. For example, they explore

the feel and smell of the shaving foam and enjoy using brushes to make marks and patterns. Children use their imagination as they engage in role play.

Helping children make a positive contribution

The provision is good.

Children and parents receive a warm welcome from staff as they arrive at the nursery. Their individual needs are well supported as staff offer reassurance to children and liaise closely with parents to help children settle. Children develop a strong sense of belonging to the group as they join in the 'Hello' song to welcome everyone, and see their photograph and artwork displayed around the room. Children develop an awareness of their community and the wider world as they take part in local carnival events and have access to resources that reflect diversity. The Special Educational Needs Co-ordinator is knowledgeable about her role. She links closely with parents, staff and other outside agencies to ensure that children's individual needs are met effectively. For example, a visual choosing board has been created to support children. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved. They know the routine and are helpful and co-operative during tidy-up time. Staff provide good role models for children by being calm and polite, which helps children learn to have consideration for others. Children benefit from clear and consistent messages from staff, for example, children learn to wait and take their turn when throwing the bean bags. Staff use a 'Buzzy Bee' hand puppet effectively to get the children's attention and develop their listening skills. Children receive regular praise and encouragement from staff, individual achievements are recognised which builds children self-esteem.

Partnership with parents is good. Parents receive clear, detailed information about the provision, through the nursery welcome booklet, regular newsletters, and informative notice board. This makes sure they are kept well informed and up to date of any changes. Children benefit as daily discussions between staff and parents, and the use of home-link books means that information about a child's routines is shared successfully. This contributes towards the children's care and well-being. Information about the Foundation Stage is provided for parents, and meetings are arranged with parents to discuss their child's progress. Children take books home weekly so parents can be actively involved in their child's learning. Questionnaires are sent out to parents to obtain their views on areas they feel could be improved within the nursery.

Organisation

The organisation is satisfactory.

Children are cared for in a bright and welcoming environment with colourful displays of children's artwork. Space is used effectively, providing well laid out play areas and easily accessible resources. Children benefit as staff make sure they have both active play and rest times during the day, taking account of individual children's routines. The sessions offer a good range of interesting play activities and experiences, where children are encouraged to independently select their own resources. Children's health is suitably promoted, however, systems in place to minimise risks to children are not always effectively maintained. The nursery meets the needs of the range of children for whom it provides.

Documentation is well organised with most records in place. However, the attendance register does not always show the actual times children are present which is a breach of regulation. Policies and procedures are continuing to be updated, although, systems for recruitment and

vetting procedures, induction of new staff and self-assessment are not sufficiently robust to fully support the running of the nursery.

Leadership and management is satisfactory. Children are cared for by a small team of staff who work well together communicating regularly to ensure that children's needs are supported. The pre-school leader is enthusiastic and has a clear understanding of children's learning. Planning is organised to promote children's development, but some staff are not clear of the learning intentions of activities and the opportunities to fully extend children's learning are not explored. There is some written evaluation of activities, but generally evaluating of the provision is done informally. Staff have a positive attitude to on-going development, for example, new ideas to further promote letters and sounds within the planning have been developed following recent training by the pre-school leader.

Improvements since the last inspection

At the last inspection the provider agreed to review policies to ensure they were kept up to date, to ensure good standards of hygiene were maintained in the kitchen at all times, and to extend the range of resources reflecting diversity. The policies and procedures are now regularly reviewed, and posters display positive images of the wider world. Children now have access to a greater range of multi-cultural resources and staff have incorporated different festivals within the activities. A cook has been appointed and has responsibility for making sure clear hygiene procedures are followed.

Nursery Education.

At the last inspection the provider agreed to provide more opportunities for children to write for a purpose, solve problems and investigate natural objects, and to develop procedures to monitor the effectiveness of the provision. Resources have been further developed and children now have access to an explorers corner with different materials, mark-making materials are put out in the role play area and maths boxes have been introduced to encourage problem solving. Some activities are evaluated, but generally this is completed on an informal basis.

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 to 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):

- implement clear risk assessments to ensure all potential risks to children are identified and minimised, and make sure fire drills are completed on a regular basis
- make sure times of children's arrival and departure are clearly recorded in the register at all times
- improve current recruitment and vetting procedures and staff inductions, and implement an effective self-assessment system

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):

- continue to develop staff's understanding so they are clear of learning intentions of activities and challenge children sufficiently to enable them to reach their full potential
- provide opportunities for children to use mathematical language and problem-solving through everyday routines and experiences
- continue to develop systems for evaluating the provision of nursery education.

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