

# Piglets Of Weedon

Inspection report for early years provision

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**Unique Reference Number** EY345790  
**Inspection date** 30 July 2008  
**Inspector** Susan Tuffnell

**Setting Address** The Chapel, Bridge Street, Weedon, Northants, NN7 4PN

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**Registered person** Karen Eccles  
**Type of inspection** Childcare  
**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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

Piglets of Weedon opened in 2007. It operates from The Old Chapel, Bridge Street, Weedon, Northamptonshire. The premises consists of a playroom, office and children's toilets on the ground floor and a playroom, kitchen, baby sleep room and children's toilets on the first floor. There is a fully enclosed outside play area. The nursery serves the local area.

A maximum of 23 children from three months to under five years old may attend at any one time. The nursery opens five days a week, all year round from 08:00 to 18:00 every day. Morning and afternoon sessions are available.

The nursery employs six members of staff, five of these hold appropriate early years qualifications and one is working towards a qualification. The nursery is in receipt of funding for nursery education.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health is protected because staff follow effective procedures. For example, there are good recordings of accidents and the administration of medication. Policies, procedures and good guidance for staff ensure that children who become poorly whilst in attendance at the setting and children who have allergies are effectively cared for. Children gain confidence and understanding of personal hygiene because staff take positive steps to develop children's awareness of good hygiene routines. They explain the importance of hand washing and provide encouragement and support. The children use good quality hand washing facilities after toileting, before meals and after playing outside. Excellent procedures are in place to ensure the setting has consistently high standards. For example, the 'close down' instructions for staff cover the cleaning of all surfaces, the storing and disposal of foodstuffs and fridge and freezer temperature monitoring. Children's personal care needs are well met. Nappy changing arrangements reflect good hygiene practice, for example, the use of anti-bacterial spray to stop the spread of any infection. Children's development in health and hygiene is monitored through excellent information that covers their medical, dietary and personal needs.

Children benefit from healthy and nutritious snacks and meals that are attractively prepared and served by staff. An excellent menu is available which offers the children variety and choice and includes some multicultural dishes. The staff have an excellent attitude towards healthy eating and the setting has received an award for providing healthy food and a healthy environment for the children. The children are beginning to understand about healthy living, they discuss the vegetable and salad pieces at snack time and ask staff if they can try turnip. Staff enhance children's knowledge as they plant a herb garden with the children and arrange regular cooking activities. Children of all ages display good table manners as they sit together to enjoy the food and each other's company. Food is attractively laid out and presented so that children can help themselves and the 'picnic' look inspired the children to eat well and enjoy their food.

Children physical development is encouraged and promoted with regular inside and outside play where children challenge physical skills using a variety of equipment. Children have opportunities to practise body control as they take part in ball games. They make good attempts at hitting the ball with the bat and throwing and catching. They climb and balance on low equipment and pedal small bikes. Children join in with group games, actions songs and have ample opportunity to develop their fine motor skills as they use jigsaws, construction materials and mark making implements.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are welcomed into a stimulating, bright and cheerful environment with colourful posters, good quality equipment and attractive displays of children's art and craft work. This makes an interesting and exciting environment for the children to play and learn. The playroom for the older children is set out with designated areas such as the home corner, the book corner, dressing-up and art and craft. Children move easily around with plenty of clear floor space for play. They enjoy a very good variety of toys and resources that are stored in boxes on the floor and on shelves to allow children to choose what they want to play with. The baby room is homely and comfortable and allows children to investigate and explore their surroundings

safely. An excellent range of appropriate equipment and toys and the colourful and stimulating environment make this a very welcoming place for young children.

Children's safety is paramount to the organisation of the group. There are procedures in place to ensure consistent monitoring of the setting. Health and safety daily check lists and comprehensive risk assessments cover both the inside and outside areas. However, some resources that are stacked on top of each other and stored on high shelves are in danger of falling and are hazardous to children. Children learn about keeping themselves safe through simple procedures such as emergency evacuation and tidying away toys after use to prevent accidents. There are good procedures for the safe arrival and collection of children, including information regarding named persons who are able to collect. The premises are secure and children are supervised at all times.

Children are protected as staff have a sound awareness of child protection and appropriate support documents are in place in order to follow correct procedures in the event of any concerns. The setting has a clear and effective child protection policy and procedure to protect the welfare of the children. They are in line with current guidance, shared with parents and form part of the setting's induction programme.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident, independent and are developing their self-esteem. They join in enthusiastically as they talk about the salad vegetables for snack that day and how they would like to try turnips. Children demonstrate a sound understanding about healthy living as they identify fruit and vegetables and talk to adults about exercising. Children explore confidently and have first hand experiences to develop curiosity as learners because activities such as the 'mini beast hotel' in the garden give children good opportunities to study the natural world. Children help to make the 'hotel' by piling up small logs, bark and leaves. They inspect this regularly and talk about the beetles and other insects that are living in the hotel. Children tell staff they want to live in the 'hotel'. A discussion followed about size and the children decided they would not be able to squeeze inside. Children suggest that the snails can have a snail castle. Children's imagination and creativity are promoted well by staff with a wide range of interesting activities. For example, children chalk on the pavement and add water to the chalk watching as the colour spreads out. They 'paint' the walls, carefully going over the numbers that are chalked on there. Children are involved in a broad range of activities and events, which support their development and overall learning. All play opportunities and activities come from what the children want to do and where the day takes them. They enjoy a good balance including activities that help to develop fine motor skills and this is encouraged for example, through mark making such as painting, collage work, drawing and writing practise. Children have lots of opportunity to use many resources across all ages. Younger children use their growing language skills to sequence events and explain experiences. For example, children describe the walk to the river and explain why they throw bread in the water 'because the ducks will eat it'.

Children have their individual needs met well and are developing a good range of knowledge and skills because activities and play opportunities are provided that help children achieve in all areas. The daily routine is flexible and tailored to meet individual children's needs with regard to rest and feeding patterns. Activity plans show secure links to the six areas of learning. Weekly plans include physical activities every day in the outdoor area to ensure that children have regular fresh air and exercise. Children progress well because planning is well developed and comprehensive and includes thorough evaluation.

## **Helping children make a positive contribution**

The provision is satisfactory.

All the children are valued as individuals which actively promotes inclusion. Staff are good role models, they talk to children respectfully and encourage kindness and good manners. They encourage children to listen to each other and value what the children say. Staff have positive attitudes towards promoting equal chances and opportunities for all children and treat the children as individuals with care tailored to meet their individual needs. Staff know the children well and have a clear understanding of equality in practice. Some positive images and resources are visible within the play areas, and are used to inform inclusive practice and to promote open minds. For example, posters show multicultural family groups and children with disabilities. Books contain stories about different cultures and information about the wider world.

Children are settled and happy in their care environment. They are confident in their surroundings and with both the staff and their peers. Children benefit from the calm and supportive approach from the staff and learn right from wrong through careful explanation and consistency. Praise and support helps them develop self-esteem and confidence. Children behave well in proportion to their level of understanding and maturity because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. A consistent approach is followed by staff which clearly impacts on the children's security and confidence as they know what is expected of them. Children's positive behaviour is rewarded by the staff with praise and children's social development is encouraged as they learn about being kind, sharing with others and making friends. Staff create a calm, positive, fun and interesting environment in which children are busy and happy.

A friendly, informal relationship with parents and carers contribute to children's well-being and help parents understand the settings aims and practices. Daily conversation with parents and written policies and procedure help parents to know how their children are cared for. Information of children's progress is recorded in the two way communication book for children age three to five and in daily record sheets for children aged under three. Formal meetings are arranged and parents are welcomed into the setting to share their interests. Weekly planning is displayed in the playrooms, but not in a position where parents can see it easily. Therefore parents generally do not look at it and do not know about the future planning. An 'open door' policy ensures that parents feel welcome at any time and a flexible induction programme helps new children settle into the group.

## **Organisation**

The organisation is good.

A comprehensive operational plan covers all areas of practice and includes a wide range of suitable policies and procedures which enable staff and parents to know how the setting operates on a day to day basis. This leads to an imaginative and safe environment the children can enjoy. The staff ratio is maintained according to the needs of the children with an effective key worker system so staff get to know the children really well. Children are confident and have a positive approach to the learning experiences provided. Induction procedures are effective and all staff receive support through regular staff meetings, supervision and appraisals to ensure they are fully informed, included and valued. Staff training is given high priority and staff have attended many workshops and training courses including the Early Years Foundation Stage training. Children benefit from a consistent and caring staff team who are dedicated and conscientious.

Documentation is maintained to a very good standard and includes detailed information on the children's individual needs, their development and future progress. Parents are kept informed, verbally and in writing on a daily basis. Staff regularly monitor and improve the quality of care in all areas of their practice through evaluations and staff meetings and all significant information is recorded, demonstrating to parents that the children are being provided with a stimulating environment that offers sufficient challenge to their development.

Overall, the needs of all the children are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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 have a procedure for dealing with concerns and complaints from parents and to keep a record of complaints and their outcomes.

## **THE QUALITY AND STANDARDS OF THE CARE**

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.

### **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 proper precautions are taken to prevent accidents, this refers to the resources stored on the shelf units
- ensure that activity planning is displayed in a prominent place for parents.

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](http://www.ofsted.gov.uk)