

Bo-Peeps

Inspection report for early years provision

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Inspection date 09 July 2008
Inspector Karen Elizabeth Screen

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Type of inspection Integrated
Type of care Full day 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 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?

Bo-Peeps Nursery first registered in 2005 and re-registered under the same management as a limited company in March 2008. It operates from a converted industrial unit on the outskirts of Cinderford, in the Forest of Dean, within easy travelling distance of Mitcheldean and Coleford. The nursery is open for 51 weeks of the year between 07:30 and 18.00, from Monday to Friday. They offer before and after school care and provide a holiday play scheme. They are able to collect children from Steam Mills, Forest View, Littledean, St. Whites, Westbury On Severn and Longhope Primary schools.

The nursery accept children from three months of age and have 77 children on roll. Of these, 16 receive funding for early years education. They support a number of children with learning difficulties/disabilities and children learning English as an additional language.

There are 20 members of staff working directly with the children, including a full-time cook. Of these, 13 hold a Level 3 qualification, two have achieved a Level 4 and one has qualified teacher status. In addition, two members of staff hold a further qualification in play-work,

namely, 'Take Five For Play'. All staff are trained in first aid, child protection, food hygiene and fire safety.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand how to keep themselves healthy. They learn about the importance of good personal hygiene, through daily routines and develop independence in using the facilities provided. For example, from a young age children help themselves to soap and remember to put used paper towels in the bin. They are helped by photographs of the nursery's toilet facilities, clearly displayed in the correct sequential process. Children are protected from the spread of infection through the staff's consistent procedures, such as hygienic nappy changing systems and a clear sickness policy which helps to make parents aware that their children must not attend with infectious illnesses. Good records are kept of children with particular health requirements, in order to safeguard their welfare. Staff ensure nursery procedures are followed in recording accidents and administering medicines. In addition, clear medical emergency plans which include the vital information needed when calling an ambulance, such as the correct postcode, impact significantly on their ability to safeguard children.

Children's healthy diet is given high priority throughout the setting. The nursery employs a full-time cook, who provides a wide variety of nutritious, freshly cooked meals throughout the day. Wherever possible, she prepares food for children with special dietary requirements, to appear the same as that of the other children. For example, she arranged gluten free pasta into layers, to resemble the lasagne that the other children were offered for lunch. Although the staff do not generally eat with the children, they sit with them and encourage children to treat mealtimes as a social event. Children independently select their own water bottle or beaker when they are thirsty.

Children have a positive attitude to exercise and enjoy outside play in all but the worst weather conditions. They make good use of the nearby fields for short walks to support their learning about the natural environment and to a local park to use the large play equipment, such as climbing frames.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is promoted by enlisting parent's support in following nursery procedures when collecting their children, such as preventing unauthorised adults gaining entry to the nursery, when they are gaining entry for themselves. Communication between staff and management for reporting incidents is robust. However, staff sometimes lack foresight and awareness of potential dangers. For example, leaving an anti-bacterial device spray within reach of the children. This is significant, because the risk has already been identified and brought to the attention of staff and management, by a visiting pre-school professional conducting a support and monitoring visit.

Children demonstrate their sound knowledge of how to keep themselves safe when undertaking walks or outings into the community, for example, by making sure that they hold on to one of a number of rings on a specially developed safety line. Children learn what to do if they have

to leave the building in an emergency, as they are involved in regular fire drills. The management also ensure that the fire-fighting equipment is well maintained.

The use of temperature strips in all rooms, mean that staff can be assured that a suitable temperature is maintained at all times. Children of all ages are enchanted and fascinated by the sensory room and want to spend much of the time they spend indoors, investigating this new facility. This is not the case in the role play and book areas, which do not entice children to stay and play.

Children are well protected by staff who are clear about the procedures to follow in managing child protection concerns. They are aware of the possible signs of children at risk and of their responsibility to report their concerns according to the local child procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from staff who are interested in what they say and do. For example, encouraged by a member of staff, a baby takes a few extra faltering steps. Children make friends with their peers and develop secure relationships with the well established staff team. Their confidence and self-esteem are raised by staff who are sensitive to their needs and know them well. Children learn to take turns and cooperate well. They are happy, keen to attend and quickly settle. Children make confident choices from the activities and experiences on offer, such as 'Gloop' made from cornflour and water. They also choose from a picture book displaying photographs of nursery toys and resources. Young children learn to count through everyday activities, for example, a young child correctly identifies three segments of Satsuma on her plate. Children's developing independence is not always given sufficient attention. For example, they are not afforded the opportunity to cut up fruit for their snack, butter their own cracker, or pour themselves a drink. This is also reflected within the provision for nursery education. The plans and patterns within the day are well established, enabling children to predict what will happen next. Planning is undertaken, but it is not rigid and is subject to change according to children's interests.

Nursery Education.

The quality of teaching and learning is satisfactory. Individual staff have variable knowledge and expertise in their use of the Foundation Stage to promote children's learning. Similarly, while some are skilled in the use of effective questioning and prompting techniques, such as using open ended questions and conversation to encourage children's thinking; others are less proficient. All staff are very enthusiastic about their own involvement in planning, which has recently been revised by the manager, to focus on following children's interests. Staff make regular, useful observations, but these are not effectively linked back to planning, to ensure that all areas of the curriculum are delivered to a constant standard, or to help children to build on what they already know. This is also reflected within the provision for younger children. Children with learning difficulties/disabilities are afforded good support. With the parent's consent, staff seek professional advice, support and involvement, at the earliest opportunity.

Children show a strong sense of self and as a member of the nursery. They respond well in a caring environment, where they are beginning to learn to consider other peoples needs as well as their own. They learn to work together, for example, two boys each take one side of a large plastic container and carry it to where it is stored when not in use. Children confidently interact with unfamiliar adults, such as asking for help to put on their Wellington boots, in preparation

for their walk in the intermittent rain. Children show increasing independence in selecting and carrying out activities, however, some opportunities for developing children's independence further, are not always sufficiently well fostered.

Children confidently participate in discussions and demonstrate good speaking skills, for example, a child describes the pear she is eating, as 'watery'. The environment, is not used to the best advantage, to promote children's understanding of the written word. In addition, resources for role play do not always include materials to promote independent and spontaneous writing, such as pencils, paper, and envelopes. Similarly activities, such as painting are not sufficiently exploited to promote writing for a purpose, such as encouraging children to write their own names on their work.

Children are beginning to use language to compare size and shape as they construct with plastic bricks. They also enjoy singing nursery rhymes, learning to subtract by one as they sing nursery rhymes. However, opportunities to develop children's understanding of simple calculations through everyday activities, such as finding out if they have enough chairs for snack time, are insufficiently fostered. In addition, the potential to develop children's understanding of volume, weight and capacity is not always sufficiently exploited as they play with sand and water.

Children benefit from good opportunities to learn about life cycles as they take part in visits to a local farm to monitor the growth and development of lambs. Children are developing a very good awareness of features of the local environment through purposeful planned and impromptu visits, such as to the pet shop to buy a goldfish. Children's understanding of how computers work, is re-enforced through imitating adults and through explicit teaching. Children are also supported to develop their knowledge of how cameras work, through direct involvement in taking pictures of each other and later displaying them on the walls; but are not involved in the printing process. Children enjoy exploring and investigating objects and living things on their many outings to the local woods. However, there are currently fewer opportunities presented within the enclosed outside play area.

Children enthusiastically take part in physically demanding and challenging activities, such as climbing, swinging and jumping as they tackle large play apparatus in the nearby park. They also learn to work together as they take part in football games. However, children are set too few challenges to develop their physical capabilities through everyday tasks, such as pouring their own drinks and helping to prepare the snack. Children are accomplished in dressing themselves in their coats and Wellington boots, in eager preparation for a walk to the wood.

Children learn to link sound and movement as they joyfully explore the different sounds of a range of instruments. They also respond well to what they see, hear, touch, taste and feel. For example, scooping up 'Gloop' and noticing how it changes from firm to runny and trickles through their fingers. Children are afforded the opportunity and time to explore and research ideas to their satisfaction. For example, a child is helped to complete a picture of a dinosaur on the computer and when time to tidy up, is assured that it is saved and he will be able to complete it later on. Children do not spend extended periods of time engaged in role play, because the dedicated area is not currently stocked and organised to entice them to stay and play.

Helping children make a positive contribution

The provision is good.

Children are well behaved. Staff provide good role models through their calm and polite manner and have reasonable and realistic expectations of children's behaviour. They set and maintain clear and consistent limits, using positive behaviour strategies. Children develop a sense of belonging through the warm welcome extended to their whole families. They are valued as individuals and learn to appreciate each other's similarities and differences through discussion and resources. Children's spiritual, moral, social and cultural development is fostered. Staff have a 'can do' attitude towards finding solutions to any difficulties affecting the inclusion of all children. They also seek advice and support, when appropriate, from outside agencies.

Partnership with parents is good. Close partnership with parents is achieved through daily written and verbal reports. Parents are invited to contribute and some choose to add their own observations to their child's records. Parent's meetings give parents the opportunity to discuss their children's learning and development, and to experience first-hand some of the activities and experiences their children take part in. Staff ensure that parents views are sought and acted upon, for example, through the use of questionnaires. Parents views are regularly canvassed in this way on subjects, such as how they would like the outside play area developed. In addition, each room has a 'suggestions' sheet displayed prominently on the wall, which staff, parents and school-age children add to. The management's decision to develop the outside area, was also originally made in response to parents' suggestions for improvement. Parents value the friendly stable team and the management's approach to flexible childcare arrangements.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Personal information and specific permissions are obtained before the children attend. They are regularly up-dated and filed securely for each child. Policies and procedures, such as the lost child policy have been specifically developed for the nursery, in order to help promote the efficient management of the provision. Good organisation of staff rotas and emergency cover, helps to ensure that familiar trusted adults care for the children in the event of staff sickness and holidays. Both staff and management recognise that arrangements for storing cleaning materials are not sufficiently rigorous.

Leadership and management is satisfactory. Management are committed to improving their provision and have worked hard on several large improvement projects, such as building a 'sensory room'. They have also recently reviewed staff deployment and employed a teacher in the pre-school provision. Staff are clear about their roles and responsibilities. There is a strong team spirit, partly due to staff involvement in many of the decision making processes, such as the appointment of new staff. Children profit from the management's commitment to supporting staff training and development. They recognise that they will benefit from further training, to secure their understanding and delivery of the curriculum, in order to enhance their practice and improve outcomes for children.

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 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 cleaning materials do not pose a danger to children's health
- consider ways of making the most of the environment to encourage extended use of the book and role play areas (applies to education also).

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 all staff have a secure understanding of planning, to enable all children's care and learning needs to be met (applies to care also)
- improve the monitoring and evaluation systems to fully support children's learning (applies to care also)

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