

# Peniel Academy Nursery

Inspection report for early years provision

---

**Unique reference number**

EY373816

**Inspection date**

07/11/2008

**Inspector**

Anne Daly

**Setting address**

49 Coptie Green Road, Pilgrims Hatch, BRENTWOOD,  
Essex, CM14 5PS

**Telephone number**

01277 372996

**Email**

nursery@peniel.org

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Peniel Academy Nursery is operated by the Peniel Church. The setting has operated since 2004, although changed ownership in 2008. It operates from purpose-built premises within the grounds of the Peniel Church on the outskirts of Brentwood. There is a ramp to the front of the premises to allow access for people with disabilities. A maximum of 44 children may attend the setting at any one time. The setting offers places for children on the Early Years Foundation Stage Register.

The setting is open each weekday from 08:15 until 16:00 during school term times. All children share access to a secure enclosed outdoor play area. There are currently 28 children aged from 0 to 4 years on roll and they are all children of parents attending or working at the Academy and/or the Peniel Church.

The setting employs one qualified staff member, but is supported by 12 volunteers, of whom four hold appropriate early years qualifications, while three are working towards such qualifications. The setting receives support from the Pre-school Learning Alliance (PSLA).

## Overall effectiveness of the early years provision

Children are safe and secure at all times while enjoying their learning in a child-centred environment. Staff recognise the uniqueness of each child by gathering some information from parents to enable them to meet their children's individual needs. However, some policies and procedures do not effectively promote the inclusion of all children. An effective system for self-evaluation by the management team identifies areas for improvement, some of which have been actioned for the benefit of children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that all staff are aware of the need to maintain confidentiality
- review children's assessment records, so that they can be used effectively to identify children's next steps and to build upon what they already know
- develop activities and everyday routines to enable all children to benefit from the rich learning experiences, both indoors and outdoors, so that they are encouraged to be independent and to have opportunities to freely express their creative ideas
- develop systems to enable parents and carers to contribute to children's learning journeys
- develop further the equal opportunities policy to include how every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

To fully meet the specific requirements of the EYFS, the registered person must:

- review the policy on administering medication to ensure that it will support individual children's medical needs (Safeguarding and promoting children's welfare) 05/12/2008
- ensure that the complaints policy includes the requirement that the complainant is notified of the outcome of the investigation within 28 days of the setting receiving the complaint (Safeguarding and promoting children's welfare) 05/12/2008

## **The leadership and management of the early years provision**

The manager is very committed to improving the provision by working closely with the registered provider and staff. Staff receive good support from the Academy's reception teacher to raise children's achievements in their learning. Staff are deployed effectively to meet the needs of children following evaluations identifying their individual needs for training and development to enhance their skills. They are beginning to work with other professional bodies to enable them to access further external training to update their knowledge and skills for the benefit of children.

Effective safeguarding policies and procedures ensure that children are well protected from harm. Robust procedures for the recruitment and induction of staff and volunteers ensure that children are not at risk from unvetted persons. Regular, effective risk assessments ensure that children are being cared for in a safe and secure environment.

Parents and carers are made welcome and there is a frequent two-way flow of information to ensure that they are kept well informed. They are provided with good quality information regarding policies and procedures and their children's learning through daily communication books giving them an insight into their children's daily lives at the nursery. However, parents and carers have not been encouraged to contribute to their children's assessment records, known as 'learning journeys'.

Policies and procedures promote children's good health and well-being, including the prevention of the spread of infection. However, some policies and procedures do not promote inclusion, for example, the refusal to administer medication to children aged under two. The written equal opportunities policy does not include information about how the provision promotes and values children's diversity and differences, while all the required information is not included in the complaints procedure. The maintenance of records ensures that the needs of all children are met, although some do not maintain a family's confidentiality.

## **The quality and standards of the early years provision**

Children make sound progress towards the early learning goals in relation to their starting points. Key persons are developing their knowledge of the Early Years Foundation Stage's learning and development requirements to enable them to plan purposeful play and exploration for individual children, both inside and outside. During settling in periods, parents and carers provide information about their children's likes and dislikes and some information about their achievements. Staff plan and provide developmentally appropriate themes and activities to ensure that every child enjoys their activities. However, some focused activities do not identify the learning priorities of each child. Staff use a variety of methods to observe and monitor children's progress, but children's assessment records are not being regularly updated to enable staff to effectively identify their next steps by building upon what they already know.

Systems ensure children's smooth transition into school and support children with learning difficulties and/or disabilities or those who speak English as a second language.

Arrangements for safeguarding children are regularly reviewed and risk assessments are carefully organised and well managed. This enables children to thrive by benefiting from a well organised and welcoming environment in which they have ample space to explore and play.

Staff motivate children to concentrate and to attempt several methods to make something work rather than giving up the activity, for example, when completing puzzles. Warm and trusting relationships with staff enable children to respond positively to challenges and to feel confident to try new things, such as playing the cello and violin. The enabling environment supports children to develop their independence skills, particularly the very young children who are highly dependent upon adults' help. However, opportunities are being missed during everyday activities for older children to promote their independence, such as by pouring their own drinks at 'tuck' time.

There is a strong focus on activities to promote children's investigation, exploration and experimentation. Babies enjoy investigating jelly, while older children explore gravel by using diggers. Staff's interaction with children is warm, caring and always positive. Many children are not yet confident communicators, necessitating staff spending time playing with them and providing them with relaxed opportunities to develop communication skills through chatting about their activities.

Children develop a good understanding of how to behave both outdoors and indoors by staff talking about personal safety, risks and the safety of friends, especially when playing on swings. Children behave well considering their differing needs and backgrounds, making friends and learning to respect each other. Staff challenge children to make choices and decisions by allowing their free choice from a varied range of activities for the majority of the day. Staff support children in developing a secure understanding of physical activities and in making healthy choices. Children develop good habits as active, inquisitive and independent

learners based on first hand experiences to help them develop skills to contribute to their future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.