

Piglets Day Nursery Ltd

Inspection report for early years provision

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| Unique reference number | 511331 |
| Inspection date | 13/01/2009 |
| Inspector | Heidi Abernethy |
| Setting address | Pylands Lane, Bursledon, Southampton, Hampshire, SO31 1BH |
| Telephone number | 02380 406 686 |
| Email | julie_sims@btinternet.com |
| 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

Piglets Pre School and Day Nursery is privately owned and has been registered since 1998. It is located in the Bursledon area of Southampton and operates from five rooms in an extended bungalow. The nursery is registered on the Early Years Register and a maximum of 50 children may attend the nursery at any one time. The nursery currently has 77 children on roll. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery welcomes children with learning difficulties and/or disabilities and welcomes children who speak English as an additional language. The nursery employs 15 staff who work with the children, including the manager, deputy and the cook. All staff hold appropriate early years qualifications. One staff member is working towards the next level of her qualification.

Overall effectiveness of the early years provision

Children's needs are generally well met because the staff team successfully promote most aspects of their welfare, learning and development. Children are happy and staff have built sound relationships with the children. The staff team are aware about each child's individual family and home circumstances although opportunities to use this information to its full potential are not yet fully established. There are satisfactory systems in place to evaluate and assess the practice and provision. However, these are not sufficiently robust to ensure weaknesses identified by the management are addressed to ensure improvements are put into place.

What steps need to be taken to improve provision further?

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

- continue to conduct observations of each child's achievements and ensure these are updated consistently in order for each child's learning journey to take a personal path based on their own interests, experiences and the curriculum on offer and ensure these are regularly shared with parents to enable learning to be continued at home
- develop the learning environment and resources to ensure babies and children obtain a positive sense of their own identity and culture and enable children to develop and use their home language in their play and learning
- develop staffs' understanding of the Early Years Foundation Stage and early learning goals to ensure they are knowledgeable about ages and stages of development in order to know when and how to challenge children's learning and engage their interests
- provide children with further opportunities to make marks and use writing skills in a range of situations and for a range of purposes in order to support and extend their learning.

The leadership and management of the early years provision

Children are safe and secure because the management and staff team implement policies and procedures well. Daily risk assessments are conducted to ensure hazards are identified and minimised. Recruitment, vetting and induction procedures are robust to ensure children are cared for by suitable, qualified adults. Children's welfare is safeguarded well because the staff team, including students on placements, have a good understanding of child protection procedures. The manager conducts annual appraisals with staff enabling them to recognise their own strengths and weaknesses. However, insufficient attention is given to the monitoring of planning and assessment records to ensure an accurate record of children's development and progress is maintained. This does not ensure children's next steps in learning are identified and impacts on the staffs' ability to extend the children's learning and provide sufficient challenge to some children.

The nursery has sound systems to self-evaluate its provision and obtain parents' views through questionnaires. The management feed these views into the continuous improvement of the nursery, such as implementing the wearing of slippers to ensure children are protected further from infection. Sound partnerships with parents and carers have been developed and staff give them verbal feedback at the end of each day. This is supported with written feedback about their child's basic care routine. Parents are happy with the provision and state the staff team are approachable. However, parents are not regularly provided with information about their child's individual development and their next steps in learning. This does not enable parents to consolidate learning within the home environment.

The quality and standards of the early years provision

Children are happy in the environment and arrive eagerly to find their friends. Staff have formed sound relationships with the children and generally help them to progress through incidental, everyday experiences. For example, by encouraging children to count how many blocks they have in their towers. However, although some staff members demonstrate an appropriate knowledge of children's individual preferences, not all staff have a knowledge of the Early Years Foundation Stage and how to link this to the children's individual learning. This results in some children not being sufficiently occupied or interested in the opportunities presented and they do not become fully challenged and engaged.

Children of all ages play within the outside area. Young toddlers laugh as they push toy buggies around and older children enjoy sitting at the low level table to play with puzzles. Toddlers learn about 'big' and 'small' as the member of staff encourages them to make big and small steps around the outside area. Older children develop decision making skills as they choose books they would like to listen to and all children participate and join in with actions of familiar rhymes and songs. Children have limited resources to develop their emergent writing within their everyday play, such as a range of writing materials to use alongside their role play.

Young babies enjoy pressing buttons on light-up and musical toys and toddlers have the support of low level furniture and wall dividers to support them as they learn to walk. Children develop a good understanding of the importance of washing their hands and toddlers learn to wipe their own noses and dispose of their tissues appropriately. The nursery has good systems in place to ensure children's allergy and dietary requirements are adhered to. The staff team count children back into the building after playing outside to ensure all children are accounted for. They equip children with the tools to keep themselves safe as they talk to the children about the reason for safety rules, such as why to walk and not run inside. The nursery practises the fire drill with the children every week to ensure they know what to do in the event of a fire.

Children begin to develop an awareness about diversity in society through learning about some festivals and looking at some books. The staff team talk to children about their families and know about their backgrounds and individual circumstances. However, insufficient focus is placed on valuing every child's home culture, such as through the resources and physical environment available to the children.

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

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

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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

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 the last inspection.

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.